

# The BUSINESS EDUCATION WORLD

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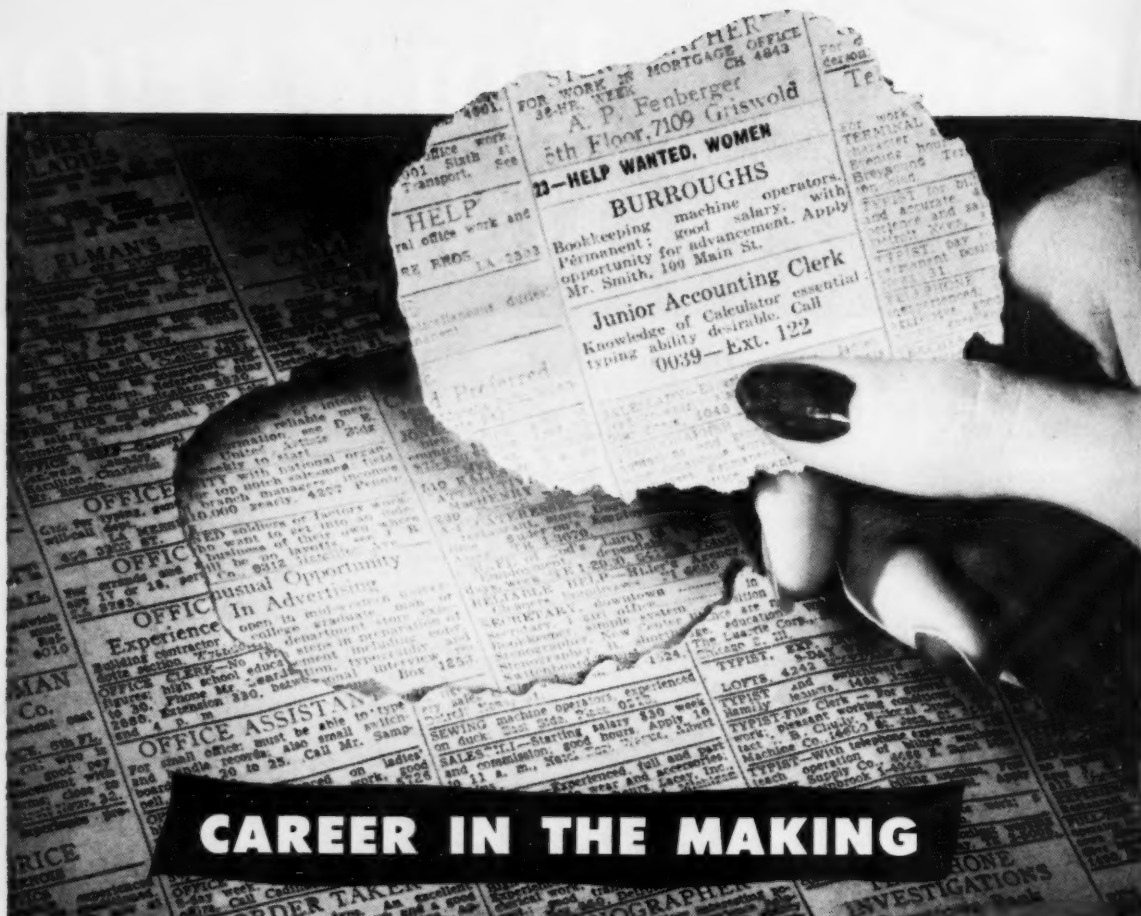
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NOVEMBER

1946



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# The BUSINESS EDUCATION WORLD

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## *The Fifty-Second Week*

FOR fifty-one weeks a year business teachers must court the public to discuss its children. When teachers visit pupils' homes, chat with office managers, smile at every businessman they meet in doing the family shopping, attend the Kiwanis meeting, and address Sunday school classes, they must always — and do — speak proudly of their school. They boost their department. They make outright boasts about the prowess of their pupils every time a prospective employer is within hearing distance.

But each November brings that wonderful fifty-second week—American Education Week—in which the situation is reversed: the public courts the school. Parents brag about their children. Employers talk about the opportunities they offer graduates. The baker beams at John's teachers. Home study is ardently **guaranteed**.

Business teachers must not be beguiled by such solicitation into slackening their own year-round program that week. After fifty-one weeks of boosting and boasting, teachers must demonstrate what they have been boosting for and boasting about.

Certainly, show them the typing rooms, with walls adorned with fine examples of pupil work—and pictures of new typewriters. Certainly, demonstrate the machines in the office-practice laboratory—*beside* a new, borrowed model that will demonstrate what could be done. When businessmen and parents visit the transcription classroom, let them play at being employers: let them dictate short letters to the best students. Invite them to comment—*especially* about the tiny desks and tables so unlike real office furniture. Have on dis-

## OUT OF THIS



## WORLD

**PHILOSOPHY** • Someone is always appearing on the scene with a new concept of business education. It took Connecticut, however, to adopt such a new concept and implement it with workable plans. *Page 129*

**DADDY** • After you've agreed with our editorial about American Education Week, turn to the list of suggestions on page 148 to know what you can do on the reception committee in your own school.

**BINGO** • Shorthand bingo in the classroom. It's a good device, and it's lots of fun. *Page 173*

**FIGHT** • The letters to the Argument Editor are coming in faster and more furiously every issue. Don't miss them—in fact, join the battle if you wish! *Page 160*

**MONEY** • Ever see a "piece o' eight" a la Robert Louis Stevenson? There's a picture of one on page 145—Yo ho ho, etcetera.

**YIPEE!** • There goes a Pony Express rider—into your stamp album. Read about stamp collecting as a hobby and make notes of the points you wish to tell your students. *Page 152*

**SUCCESS** • In the face of obstacles, a town made on-the-job training really work. For know-how, see how on page 156.

play at the corridor candy stand a scale model of the school retail store you want. A business teacher must be on the faculty panel that addresses parents, and a departmental skit (such as one illustrating the training for job-application technique) must be included in the evening variety show.

Yes, display your wares with pride, and commendate in real honesty the work the children are doing. Share every parent's satisfaction. But do not permit a single parent to leave the school with the conclusion that the school's job is being accomplished completely. In boasting, make them feel that the school is doing a truly fine job *under the circumstances*—with such equipment as it has, with such co-operation as it does receive. In boasting, tell them, "You haven't seen anything, compared to what we *could do!*"

If the fifty-second week is a true Education Week, in the sense of showing the public the needs as well as the achievement of the school, the next fifty-one weeks will be much better because of the sense of responsibility that citizens and businessmen will feel.



## What Next?

### Teacher's Dilemma Co-operative Education?

CLYDE I. BLANCHARD

**THE TEACHER'S DILEMMA** • A successful teacher is basically a successful merchant. Upon the completion of his courses, his classroom is filled with salable commodities.

He criticizes, guides, persuades. He attacks, defends, and fights for higher standards of conduct and performance. He pioneers new methods. He safeguards education.

His responsibilities require rich and judicious backgrounding through which he can properly interpret, forecast, and clarify his students' understanding of subject matter and its relation to their present and future participation in the worth-while work of the world.

What is the average teacher's dilemma?

1. *Low Salaries.* Teachers feel that they are a part of a pea-  
(Continued on page 129)



nut business from the financial setup. What appeal does business training have for them when they themselves are not getting as much salary as the average high school graduate will get after two or three years' experience. The national average salary for teachers is \$1,700.

2. *Lack of Co-operative Effort.* Too many of them are working alone without the stimulating encouragement of a strong association working together for the good of all.

3. *The Paucity of Equipment.* Many teachers can't even get carbon paper on envelopes or stencils with which to give their students a practical training. Everything that costs money has two strikes against it before the request for funds even reaches the principal.

4. *Little Understanding on the Part of Many Administrators.* What does the average administrator know about the problems of building skill or the difficulty of creating a business atmosphere in the school classroom or of getting quantity production in forty minutes a day? Or of teaching how to telephone by merely talking about it and pointing to some pictures?

5. *Little Scientific Management.* The successful business is managed scientifically. Why doesn't education take a larger dose of scientific management itself and give business teachers the opportunity of developing successful business graduates without being handicapped on all sides by almost insurmountable barriers?

**MOWER POWER** • Have you heard Hugh Connelly's story about the lightning-bug that met the lawn mower and was delighted—no end?

**IS IT CO-OPERATIVE EDUCATION?** • Or do you give only "work experience"? Writing under this title in the April *Clearing House*, J. Marshall Hanna, of Western Michigan College, has turned the spotlight on one of the major trends in business education that is showing a tendency toward missing its goal. Doctor Hanna notes that school administrators are sold on the value of a co-operative training program, but he questions whether they are really getting *co-operative* training in their schools.

Many schools have only "work-experience" programs in which the store owner or manager merely provides a work opportunity without assuming responsibility for training the students.

Doctor Hanna has done business education a much-needed service by calling attention to this harmful condition.

Doctor Hanna's article is reprinted in this issue of the B.E.W. After you have read the article, check it with your red pencil, and pass the issue on to those in your school system concerned with the administration of your co-operative-training program.

**THINKOGRAMS** • "The man who has a chip on his shoulder is likely to have more wood the rest of the way up."

## IN WORLDS



### TO COME

**MEAT** • A shortage of meat in your diet can be as dangerous professionally as physically—that is why you will want to (pardon the pun) *digest* your future B.E.W. issues carefully. They will be packed with meat.

The regular staples will continue, of course: the alert commentaries of Clyde Blanchard . . . the business - arithmetic series . . . the accounting - cycle charts . . . the new duplicating series . . . the classroom aids and awards in professional services section . . . the up-to-the-minute news of our profession . . . the vocabulary - building shorthand dictation materials.

But, in addition, many extra *courses* will be served: we are reviving the famous "World's Worst Transcript" feature of pre-war days . . . bringing, too, a series of transcription articles by John Rowe . . . and another series, this one on college-level typing, prepared by Katherine Humphrey.

Furthermore, we have technical articles by Harold Smith, Louis A. Leslie, and Charles Zoubek.

Many of these articles will begin with the new year; but you may look forward to some of them in December, along with such special *hors d'oeuvres* as more arguments (roastings?), hobbies, book reviews, and articles by *seasoned* writers.

# Business Education in the New Pattern for Connecticut Secondary Schools

PAUL M. BOYNTON

State Supervisor of Business Education  
Hartford, Connecticut

A NEW pattern for education in the secondary schools of Connecticut has passed through the visionary and implementation stages to reach at last a functional level: a curriculum plan suitable for adoption by forward-looking schools.

The need for change, for a new pattern, is one that all those concerned with the evaluation of secondary schools have sensed. Resolving to attack the problems, Dr. Alonzo G. Grace, Commissioner of Education, and his staff formulated in broad terms a general program suitable for Connecticut. Its keynote lies in one of the several definitive statements that Doctor Grace has published:

An education for life, that is, for living and learning how to make a living, is infinitely more important in the life of an individual than the accumulation of credits for admission to some other educational institution. A horizontal education for life, therefore, is viewed as more important than a vertical education for more education.<sup>1</sup>

It is one thing, however, to plan a new philosophy of education—difficult though that itself is to achieve—and another to implement the philosophy so that it may make itself felt through changes in the school program. Paul D. Collier, director of the Bureau of Youth Services, and his associates took the measure of Connecticut: surveyed secondary education, evaluated school programs, analyzed post-secondary education, studied Federal educational enterprises, consulted with regional committees, and resolved their findings into

a workable program that expressed the new philosophy.<sup>2</sup>

Under the new pattern, all secondary-school instruction is resolved into six major areas, each of which must be included in every student's program throughout his attendance in the secondary school.

Before outlining in detail the business-education courses, consider the nature of these six areas.

1. *Fundamentals.* English, science, and mathematics continue throughout the six years. In the upper levels, the fundamental courses may be related to the specialization—that is, the last year of English might be business English; the eleventh grade mathematics might be store arithmetic, and similar modifications.

2. *Citizenship.* Citizenship training takes 5 periods a week — 3 for social studies, 1 for forum, and 1 for school government.

3. *Health.* Each week includes 1 period for health instruction and 4 for physical education and recreation.

4. *Home and Family Living.*<sup>3</sup> This should average 2 periods a week of study for both boys

<sup>2</sup> The new program is completely outlined in the publication cited in footnote 1.

<sup>3</sup> Home and Industrial Arts are the subject-matter courses in the area of Home and Family Living.

<sup>1</sup> *The Redirection, Reorganization and Retooling of Secondary Education*, Bulletin 37, Connecticut State Department of Education, Hartford: 1944, Page 3. This publication can be obtained from the State Department of Education, State Office Building, Hartford, Connecticut. Single copies are 10 cents each; there is no mailing charge for orders under 50 cents.



DR. ALONZO G. GRACE

DR. ALONZO G. GRACE, Commissioner of Education for Connecticut, developed a new concept of education for secondary schools: education for living and learning how to make a living rather than education for admission into another educational institution.

and girls for the four years of high school. It may be taught 4 periods a week in Grade 9 and 5 periods a week in Grade 10.

5. *Specialized Activities.* This is a 2-period-a-week experience to bring the values of extra-curricular activities to all students. Specialized activities include extracurricular activities or additional subject-matter courses in a pupil's favorite field. These could be taken in the free periods with or without school credit. Every pupil has 5 to 15 free periods a week, depending on the length of period.

The allocation of time to subject matter is an issue too great to be considered at length in this article. The periods set for the subjects, therefore, must be considered as purely arbitrary.

In a six-hour day, exclusive of a daily lunch period of one hour, it is possible to provide for the following number of periods in a week:

<i>Periods in a Day</i>	<i>Length of Period</i>	<i>Periods in a Week</i>
7	50 minutes	35
8	45 minutes	40
9	40 minutes	45

6. *Vocation.* Occupational orientation is required for all students through the tenth grade. Specialization begins for every student in the eleventh grade and includes either agriculture, business, professions (preparation for college), industry, or homemaking.

All the foregoing can be worked into 28 periods of work in a school week of seven 45-minute daily periods or eight 40-minute periods, and still allow ample time for additional electives.

A COMPLETELY diversified business-education program can be evolved within the framework of the general schedule outlined here. Local situations may necessitate some modifications to accommodate slightly different emphases. To illustrate how well satisfactory

programs in bookkeeping, stenography, clerical practice, and retail selling can be developed within the new pattern, the following proposed sequences of studies is offered.

<i>Seventh Grade</i>	<i>Periods a Week</i>
English	5
Social studies	5
Mathematics	4
Science and agriculture	5
Art	2
Music	2
Health and physical education	2
*Home and family living	3
**Specialized interests and activities	2
<b>Total periods</b>	<b>— 30</b>

\* Home and family living in a subject-matter curriculum is generally called Homemaking and Industrial Arts.

\*\* This will usually be a club activity or an assembly.

No particular business-education course is taught; but, if a course in occupations is included in the seventh-grade program, business occupations should, of course, be included.

<i>Eighth Grade</i>	<i>Periods a Week</i>
English	4
Civics and Connecticut history	4
Occupations and exploration	2
Mathematics	4
Science	3
Agriculture	2
Art	2
Music	2
Home and family living	3
Health and physical education*	2
Specialized interests and activities	2
<b>Total periods</b>	<b>— 30</b>

If typewriters are available in Grade 8, personal-use typing could be taught as a part of the orientation work. Naturally, business occupations will be included in the Occupations and Exploration course.



PAUL D. COLLIER

PAUL D. COLLIER, director of the Bureau of Youth Services for Connecticut, surveyed the schools, evaluated their programs, analyzed post-secondary problems, and resolved the new philosophy into a workable program that meets the needs of Connecticut.



PAUL M. BOYNTON

PAUL M. BOYNTON, state supervisor of Business Education for Connecticut and the author of this article, implemented the program so that business education courses can contribute the utmost to the program, the pupils, and Connecticut, in view of the new philosophy.



Note that in both the seventh and eighth grades, there is no distinction between future business-education students and other students; they all take the same work.

<i>Ninth Grade</i>	<i>Periods a Week</i>
English	5
General science or biology	5
Health and physical education	5
Home and family living	4
Music or art	1
Junior business training	5
*Typewriting for personal use	5
Total periods	— 30

\*Typewriting for personal use will take the place of what is ordinarily known as Typing I. It will lack some of the technical proficiency of Typing I. This can be made up for in Typing II when specialization begins in Grade 11.

The foregoing sequence of studies represents common education for *all* pupils in the ninth grade, including the academic pupils. If, however, schools permit college-preparatory students to elect algebra and a language at the end of Grade 8, the Commercial Department will, in self-defense, have to earmark pupils for the business courses at this time. This would have to be done by having the pupils elect the commercial course at the end of Grade 8.

Junior business training, in its broadest sense, is general education and should be required of all students. It contains consumer business information that is needed by every pupil. It should be taught for its personal-use values rather than for its vocational values. Spelling, reading, writing, and arithmetic should be correlated in such a manner as to produce the greatest values for the work that is to follow in subsequent years. The values of the course, fundamentally a part of general education, are:

1. Social-economic aspects, to help in the development of proper economic attitudes, habits, and appreciations.
2. Exploratory and prevocational aspects, to help in making sound decisions in electing a senior high school curriculum.
3. Personal-use aspects, to help in everyday living.

A great many pupils in Grade 9 are deficient in reading, writing, and arithmetic. Junior business training should give correlated and remedial help in penmanship, arithmetic, and spelling. These objectives must be planned for, and teaching materials should be

provided to improve the general education level of all pupils.

<i>Tenth Grade</i>	<i>Periods a Week</i>
English	5
Health and physical education	5
Home and family living	5
World and economic geography	5
*Bookkeeping for personal use	5
Exploratory tryout course.	5
Total periods	— 30

\*Bookkeeping for personal use will take the place of the course ordinarily known as Bookkeeping I. It will lack some of the technical proficiency of Bookkeeping I. This can be made up for in Bookkeeping II, when specialization begins in Grade 11.

The exploratory, or tryout, course would consist of 3 six-week experiences and 2 nine-week experiences as follows: (1) Shorthand, nine weeks; (2) Clerical Practice, six weeks; (3) Salesmanship, six weeks; (4) Spelling, six weeks; (5) Arithmetic, nine weeks.

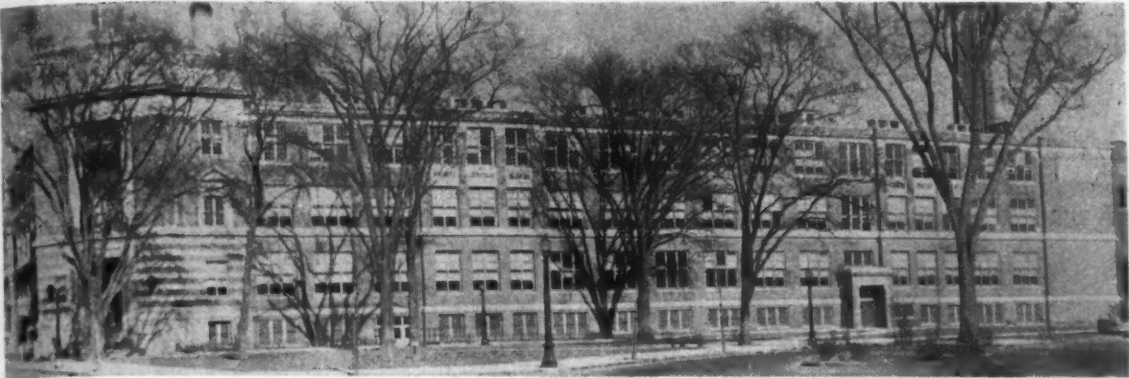
The course would introduce pupils to shorthand and familiarize them with the distributive and office occupations as well as vocabulary and forms. It would give them additional functionalized practice in arithmetic in the part of the course that is called Clerical Practice. All available evidence indicates that the average high school pupil cannot get too much arithmetic. This arithmetic should not be taught in a vacuum; it should be taught functionally. Clerical practice contains a large percentage of functional arithmetic. This course can be motivated by using materials such as income-tax problems and others that add motivation to the work.

If the school is one where electives have been made in the eighth grade, a tryout course serves no particular purpose except to reclassify the pupils who have elected commercial work. A true tryout course should be given before election, for all pupils in the school. If electives have been made in the eighth grade, the business program should be moved downward to permit pupils to take junior business training and typewriting for personal use in Grade 9 in place of a language, history, or mathematics that would have been elected by pupils taking the college or general course for Grade 9.

A one-year course in personality should be offered to all business pupils, beginning in Grade 11. Such a course would include: choral reading, emphasis on speech and in-



# Connecticut Schools Are as Modern as Their Philosophy



Commercial High School, New Haven, Connecticut

structions in business ethics, personal appearance, business behavior, some psychology, social and business etiquette, hobbies, manners, and so on.

### The Business Curriculum

In the last two years of the secondary school, specialization begins. While academic, agricultural, and industrial students are taking specialization courses in their selected fields, the business students should be able to concentrate their studies in one of the five following curriculums:

#### BOOKKEEPING

<i>Eleventh Grade</i>	<i>Per.</i>	<i>Twelfth Grade</i>	<i>Per.</i>
English	5	Bus. English	5
U. S. History	5	Health and	
Health and		Physical Education	5
Physical Education	5	Accounting	5
Personality	5	Office Machines	5
Bookkeeping II	5	Bus. Law (½) and	
Bus. Organization	5	Econ. (½)	5
Typing II	5		
Total	35	Total	25

#### CLERICAL PRACTICE

English	5	Business English	5
U. S. History	5	Office Machines	5
Health and		Arithmetic	5
Physical Education	5	Clerical Practice I	5
Personality	5	Bus. Law (½) and	
Clerical Practice II	5	Econ. (½)	5
Typing II	5	Health and	
Bus. Organization	5	Physical Education	5
Total	35	Total	30

#### SECRETARIAL

<i>Eleventh Grade</i>	<i>Per.</i>	<i>Twelfth Grade</i>	<i>Per.</i>
English	5	Bus. English	5
U. S. History	5	Health and	
Health and		Physical Education	5
Physical Education	5	Shorthand II	5
Personality	5	Transcription	5
Shorthand I	5	Office Practice	5
*Typing II	5	Bus. Law (½) and	
Bus. Organization	5	Econ. (½)	5
Total	35	Total	30

\* Typewriting for personal use or Typing I is a prerequisite for the election of Typing II.

#### RETAIL SELLING (DISTRIBUTIVE EDUCATION)

English	5	Distributive Educa-	
U. S. History	5	tion English	5
Health and		Health and	
Physical Education	5	Physical Education	5
Personality	5	Merchandise	
Typing II	5	Information	5
Bus. Organization	5	Bus. Law (½) and	
		Econ. (½)	5
		Principles and	
		Prac. of Retailing	5
		*Co-ordinated Work	
		Experience	0
Total	30	Total	25

\* Minimum of fifteen hours' successful experience, for which one unit of school credit is given. No class period for this course. Store problems are discussed in Merchandise Information.

In the usual 35- or 40-period school week, there is ample opportunity for students to select additional subjects elected from the whole offering of all departments of the secondary

# NONVOCATIONAL BUSINESS

<i>Eleventh Grade</i>	<i>Per.</i>	<i>Twelfth Grade</i>	<i>Per.</i>
English	5	Bus. English	5
U. S. History	5	Health and	
Health and		Physical Education	5
Physical Education	5	Consumer Ed. II	5
Personality	5	Product Geog.	5
Consumer Ed. I	5	Home and Family	
Home and Family		Living	5
Living	5		
	—		—
Total	30	Total	25

school. In the extra time, too, there is opportunity for remedial work for those students who do not meet minimal standards in penmanship, arithmetic, and spelling.

One's first reaction to such a schedule is, "What a pupil load!" Yet teachers and parents in Connecticut echo the statement that Mr. Collier recently made before a Delta Pi Epsilon banquet at New York University: "We have not been giving our students enough work to do, enough to challenge them, enough to make them pitch in and learn for themselves." This point of view influenced the curricular plans outlined in this article. The twelfth year distributive-education co-operative program requires the student to carry five classes. This can be done in five 40-minute periods between 8:40 a.m. and noon, and still leave the student free for the three hours of afternoon co-ordinated work experience required under the George-Deen Act.

## Additional Comments:

In the smaller high schools, where it may be unfeasible to have four or five separate business curriculums, the social-business studies should be taught even if the skill subjects must be slighted. By proper planning, a two- or even a one-teacher department could teach a stenographic and clerical course. Bookkeeping, for example, could be offered in alternate years. It is important to realize that social-business education is fundamentally a part of general education. Typewriting, too, is a part of general education.

We in Connecticut believe that the business-education department of the high school must *redirect*, *reorganize*, and *retool* its program, just as all departments must. The writer believes that the program discussed above will fulfill the needs of business education in Connecticut's new pattern of educational philosophy.

# A Community

GERALDINE RELANDER

OURS is a medium-sized high school of about 500 pupils. It is located in a town of 6,500 population and serves the surrounding community for a radius of some 15 miles.<sup>1</sup> Over a period of five years we have evolved a program of providing work-experience for our pupils by using the facilities of the Business Education Department as a community secretarial bureau. Gradually our program has taken a workable form, and now it has been in operation long enough to show results.

The aim of the program is to furnish work-experience and practice that will contribute to the learning process and, at the same time, render a service to the clubs, welfare institutions, civic organizations, and religious groups in the community, and to the offices and staff of the school.

The plan was outlined at a general faculty meeting of all teachers in the city schools, and their work was solicited. By speaking at a Kiwanis meeting, we explained to businessmen how they, as businessmen and taxpayers, could help bridge the gap between the school and the business office. Civic leaders, heads of charitable institutions, and clergymen were interviewed personally; and to each the type of service the Business Department of the school could give them was explained.

ONE specific requirement is that all work come directly to the department. We do not send pupils out on jobs except in a few instances. On these few occasions, the nature of the work is carefully examined; its possible value as a learning experience is weighed; and, most important, the attitude of the person having the work done is carefully considered. Too often, the person for whom a student may work is too lenient and will

<sup>1</sup> Although Miss Relander now teaches at Elston Senior High School in Michigan City, Indiana, she refers here to the program that she developed in Mt. Vernon (Indiana) High School.

# Service Bureau

- *Provides work experience*
- *Provides public-relations benefits*
- *Provides opportunity for confidence*

accept work below our standards for that particular job.

Another specification is that the department head have absolute control of the program at all times. He has the privilege of refusing any work that has no learning value or that the pupils do not have time to do satisfactorily. Most work must be booked forty-eight hours in advance.

Three plans of operation within the school were considered:

1. Use a regular class period during the day, preferably the last. Assign to this class pupils who are to participate in the program. Under this plan, work received during the day can be sorted and assigned. By having the pupils together, general directions can be given; working habits can be closely supervised; and work can be inspected at intervals and checked and evaluated on completion. This is the ideal plan, the easiest to execute and direct; and high school credit can be given.

2. The second plan, less desirable because it requires more time and gives the least results, is to have the work done by volunteer help during the extracurricular period, the noon hour, or after school.

3. A third plan (and the one adopted in our school because it fitted our particular situation and solved our scheduling problems) is to have some pupils assigned to the laboratory each period of the day, with a period occasionally when they can be called together for supervision, comment, and criticism. The pupils work at least one period each day. They receive high school credit. Each is required to report to the supervisor daily.

THE personnel of the student group is an important factor in the success of our program. All members must have completed one year of typing with above-average grades. They are also required to have taken general business training, business arithmetic, and bookkeeping. Many of the members have also had a year of shorthand; but this is not

a rigid requirement. Students who have initiative, who can assume responsibility, and who are capable of meeting situations are selected.

As these pupils are not met daily in a class, some workable means of reaching them and assigning work had to be devised; so, a special folder is placed in the files for each pupil. In this file is placed the work they are to do, with a job-instruction sheet.

On the job-instruction sheet, in addition to the directions, is an indication of the kind and amount of supplies to be used. Each pupil is expected to record the time worked, the amount of work done, the supplies used, and how nearly done the job is.

On completion, the work is taken to the supervisor for inspection and evaluation. At this time a conference is held with the pupil for a discussion of problems and suggestions for improvement on future jobs. A standard of efficiency for each job has been set up, and the pupils must meet this standard. After the conference, the job-instruction sheet is transferred to files where we can freely check on types, kind, quality, and amount of work done.

In as many cases as possible finished work is returned to the originator by the pupil who did the work. It does the pupil good to hear the comments, criticisms, and praise.

A locked cabinet is provided for confidential work to be done, work in the process of being done, and work awaiting delivery. A tickler file is kept of work to be done.

All supplies are issued by the supervisor and, on completion of a job, are checked for economy and wastage. Supplies are furnished by the school so that the proper supplies will be on hand for the job of work to be done. One organization, for example, wanted to save money; so it sent *onionskin* paper for a stencil-duplication job.

Supplies are billed, at cost, to all community organizations using the service. School offices, school clubs, and staff members are listed for supplies. These lists are turned in

to the superintendent's office. Some of these supplies are paid for out of school funds and others charged to the club or the staff member. It is the duty of the superintendent's office to make any collections necessary.

A rotation plan of work is used so that all pupils obtain experience in many kinds of work. All pupils are expected to cut enough stencils and duplicate enough copies for them to become efficient and automatic in the process.

Our service bureau types and duplicates tests; programs for plays, musicales, football and basketball games; tickets for all occasions; letters and cards for the principal and visual-education chairman; forms for shop records; and checks attendance and enters grades in the register. After our grade-school building burned in the middle of last year and its office was moved to the high school building, the bureau helped rebuild all lost records. These are just a few of the duties performed for the school and the staff.

For the businessmen, the students copy legal documents and manuscripts, make form letters, and figure inventory extensions. They do filing for the County Agent's office and other governmental offices. They learn chain feeding by addressing all the envelopes for the Christmas Seal sales. Churches ask them to make church bulletins and programs. The American Legion has them do much of its correspondence; and the 4-H Club asks for song sheets. These are just a sampling; they do many other kinds of work.

It is necessary that the teacher in charge keep in close contact with the outside organizations, so that any difficulties that may develop may be taken care of immediately. The teacher must be constantly alert for new types of work experiences for the students.

**S**UCH a program will take some time on the part of the teacher. Original contacts have to be made by the teacher. After the program is advertised and built up, it resolves itself into the routine of internal school handling.

It is a good way to find out just how efficient your pupils are and a splendid opportunity to help the students bridge the gap from a formal classroom situation to actual working conditions. Many desirable traits can be developed by such a work-experience service. Initiative is exercised by organizing materials, planning layouts, and making a working schedule to fit time and amount of work to be done. Students see the necessity for, and take pride in, accurate, neat work. They learn to work under pressure and to take directions from any number of persons. They see the necessity of planning to save time and supplies. Finally, they conquer any fear that they cannot do certain jobs or types of work, and they learn to change rapidly from one type of work to another.

In small communities where a co-operative work program is impossible, such a program of service may solve your work-experience problem.

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**RESEARCH RELATIVES** • In planning each day's lesson, do you provide for adequate rest periods? In recent years there has been considerable research conducted to determine the relative effectiveness of massed (long periods) versus distributed (short periods) practice. The evidence seems to be incontrovertible that a large number of short practice periods are infinitely superior to long, uninterrupted periods.

While there is some controversy as to *why* the shorter periods should be favored, there do seem to be two reasons why this is true:<sup>1</sup>

1. Wrong responses drop out faster than right ones.
2. Right responses grow stronger by a maturation process.

The application of this principle to the learning of both typewriting and shorthand emphasizes the advisability of rapid writing and emphasis upon techniques over accuracy from the beginning. There is but little danger which will result from the making of errors if the emphasis is placed upon techniques and if the practice periods are short.—  
*Kenneth J. Hansen.*

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<sup>1</sup>D. C. McClelland, "Reminiscence with Two Speeds of Pair Presentation," *Journal of Experimental Psychology*, XXXI: 44, July, 1942.



# The Lesson Plan and its Psychological Development

JAMES L. MURSELL

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FROM the psychological viewpoint, the following are the chief characteristics of the effective lesson plan.

1. *It is a plan of action.* Its business is to set up a co-ordinated, purposeful, fruitful pattern of activities on the part of a group of learners. This way of thinking about the lesson plan is of great importance for the teacher and will be found to open up many vistas that are of high practical value. The reason is that learners learn and grow, and results are achieved only by what is done. Thus the central emphasis of the lesson plan should not be on occupying a certain amount of time or covering a certain amount of ground in the textbook or manual. The primary consideration for the teacher is: "What is best for my group of learners?"

The teacher should think of his relationship to the learners as that of an expert administrator or organizer. He has at his disposal certain conveniences, including physical equipment and practice materials available in a textbook or otherwise. These, however, *are means and not ends*. They are tools that he can use in setting up the job; so he should never allow himself to be enslaved by them.

The job itself is the actual pattern of activity, and to organize this is his primary responsibility. Some of these activities will go on in class. Others will occur individually or in subgroups. Moreover, as we shall see, they are usually of quite varied types. The planning of an effective pattern of activities is a very practical matter, involving such considerations as a convenient time and place, promptitude in starting and stopping, availability of conveniences and materials for class and individual work, and so on; also, of course, clear and well-understood assignments. None of these factors, however, are the essence of a good lesson plan. They are only *aspects* of the well-considered, well-organized,

wide and varied pattern of action through which learners learn. So, in making a good lesson plan the first question for the teacher is: "What do I want these learners to do?"

2. *A good lesson plan is unified about a focus intelligible to the learner.* Once again the teacher should remember that a lesson is neither an allotment of time nor a block of material. It is a functional unit of action, in and through which something is undertaken and accomplished. A single lesson may last five minutes, or it may run a whole week. It may center on a quarter of a page in the manual, or it may involve many pages, or it may not follow the assigned sequence of the manual at all. None of these things are essential. What is essential is that there must be a clear-cut unitary task.

Moreover, for the best results, that task must be intelligible to the learner. It is not enough for him to be clear about what he is to do. He also needs to understand *why* he is to do it, and *how* he is to do it. A lesson plan that merely requires learners to repeat certain practice exercises a certain number of times is not enough. It is of great importance for the learners to be aware of just what they ought to get out of their practice—the establishment of a given movement-pattern, a given rhythm, a way of listening to the sound of dictated language, and so on.

This business of making the learners aware of the precise point of what they are trying to do is, like everything else in teaching, a problem of organization. The teacher must build into the pattern of planned activities a certain amount of discussion and exposition. It means that he must sometimes treat his class as a sort of clinic. If he is wise, he will organize opportunities for the pupils themselves to teach one another, by telling about their difficulties, their successes, their methods of working, and so forth. There is ample evidence that the more intelligible, the more understood the task, the better the results.

A teacher who plans his lessons always in

terms of foci of effort, purpose, and action intelligible to the learners is on the way to self-improvement. It is not an easy thing to do. It requires continual thought and close observation. But it is fascinating, for it really amounts to a continual study of the realities of learning. A teacher who has the courage and enterprise to work in this way, instead of being content to follow some set routine, will himself always be discovering more and more about what it takes to get people to master typewriting, stenography, and all the skills of business education well and quickly.

3. *A good lesson plan stimulates the learner's self-evaluation.* It is a point not only of established psychological knowledge but also of obvious common sense that a person's judgment of his own performance is of paramount importance in bringing about achievement. Thus it follows that a teacher who organizes a lesson so that he himself does all the evaluating, and so that he merely *tells* the learners how well they have done, is organizing badly. The self-judgment of the learner is a dynamic stimulant, and such self-judgment should be systematically encouraged and fostered as part of the well-planned lesson.

Often this may mean that the individual pupil should make and keep his own record of results—his mistakes, his speed, and so forth. Also it will often be found repaying to plan for a presentation of class results, perhaps graphed on the blackboard. But to organize merely for a presentation of external, objective results is a grave limitation at the best. The business of the teacher is to concentrate not on the immediate outcome, but on the processes and the inner controls upon which

final achievement and good progress depend.

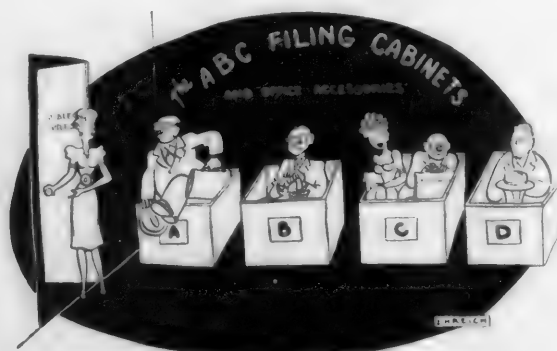
The individual pupil should not merely record his immediate errors, his gains in speed, his plateaus. He should also reflect about them and analyze them. Why does a mistake recur? Why does progress slow down? What can be done about it? What is being done wrong? How can one learn to succeed elsewhere from one's success here and now? These are the considerations that will be played up in a first-rate lesson plan. To feature them is, once more, a practical problem of organization. It may involve having pupils keep some kind of a long-time log, which will show development, or having them file their early practice attempts for later consideration. Papers, tests, practice exercises, and the like, are too often thrown away as soon as they have been completed and scored; but they can provide excellent teaching and learning materials. Also, of course, the use of class and individual discussion of methods of work, failures, and successes is indicated.

The point is this: a first-rate learning situation is *one in which the learner gets more and more control of his own processes*. To help him do this is part of first-rate teaching. It is something that needs to be built into the well-organized lesson plan. The ideal to aim at is one in which the learner becomes as well able as the teacher to tell what is wrong, what to do about it, what is progressing successfully, and how to capitalize on success.

4. *A good lesson plan provides for the individualization of improvement.* There is not the least doubt that a great deal of teaching in general, and a great deal of the teaching of the business-education skills in particular, is tied up far too tightly to the idea of uniform advance. If only people were all cut from the same pattern, so that they could all come along at the same rate, it would be ideal from the standpoint of the teacher. But they are not that way. They differ a great deal and in a great many respects, and the fact simply has to be faced.

Once more it is a problem of organization, and not an impossible one. Without going into lengthy details, there are two chief points to have in mind:

First of all, in making a plan, a teacher should always organize far more resources, far more possibilities, and far more materials than he will actually use. This is one of the



prime secrets of flexibility. A teacher so prepared will be able, within pretty wide limits, to vary his approach to suit the occasion, and even to take care of different members of his class in different ways. The teacher who has only one line to follow is asking for defeat in the face of the unavoidable phenomenon of individual differences.

Secondly, in planning, the teacher should never work in thin air. Let him remember that he is not covering ground nor spending time, but setting up a repaying pattern of activities. If this is so, then surely the people who are to carry on these activities must come in for consideration. How else would any effective administrator go to work? And the teacher is just that—an administrator.

A teacher who will do these two things—plan for resourcefulness and flexibility, and think always of his particular group of learners as he plans—is certainly on his way toward cracking the tough problem of individual differences.

5. *A good lesson plan is envisaged in perspective.* Any human ability, including the business-education skills, is brought about by a sequence of growth. It is not a summation of little separate skills, achieved one by one and then put together. Its attainment resembles the growth of a plant, not the building of a brick wall. The question of how this particular planned lesson contributes to the long-time sequence of growth is a very vital one.

If planning in this essential sense is to be effective, the perspective itself must be clear. The teacher should be able to boil down the very essence of the long sequence he wishes to establish into a single sentence and should not be happy until he can. Just what are we trying to establish in typewriting? A controlled rhythmic co-ordination of the hands, the arms, the eyes, the body. What is stenography? A controlled selective co-ordination of hearing and motor response. Very well. Not until the entire line of desired growth has been clearly plotted are we entirely ready to make a first-rate lesson plan. For, looked at in perspective, each focused lesson is simply a set of planned influences designed to foster growth in the desired direction. The lesson itself is, of course, important. It needs to be clear-cut. It needs to center on a well-understood and intelligible end. It must be dynamic and compelling. Its

immediate results are not to be neglected. But above all it must foster and *carry forward* the controlled processes of the learner in the desired direction. Thus it can never be wholly or indeed correctly judged in and of itself. A first-rate lesson plan contemplates not merely an immediate pattern of activities, but also what will be happening in and to the learner a month from now, six months from now, a year from now.

6. *A good lesson plan emphasizes co-operation.* It should not simply be a plan made by the teacher for the learners. It should be a plan so set up that the learners can work together under the teacher's leadership. This is the characteristic of all good administration, and it certainly applies to that particular kind of administration called teaching. This is not a vague argument for something called democracy. The point is that anyone who wants to get things done with a group to the best advantage must know how to pull his group in on the job. To take care of this should certainly be part of his planning.

There are all kinds of ways of doing this, depending on the kind of job, the kind of group, and the kind of leader. One may work out plans under which the learners prepare their own tests or their own progress reports, bring in suggested practice materials, report on manuals or procedures other than those being used, set up self-chosen projects, resolve themselves into small groups for mutual coaching or informal clinic sessions, and the like. The thing always to remember is this: the co-operative learner learns best.

What is the answer? Surely it is this: to plan in such a way that conscious co-operation is brought to a maximum. With a narrow, rigid, one-track plan, it is reduced to a minimum. When one departs from a one-track plan and thinks in terms of a varied range of activities that capitalize the initiative and responsibility of the learners, one takes a chance. The chance is that there may be chaos. But a good administrator knows how to distribute responsibility and still have an orderly scheme. The same is true of the good teacher.

*Dr. Mursell's article is the third in the B.E.W. series on lesson planning. Next month, Dr. Marion Lamb will discuss, "The Teacher and His Lesson Plan."*



# The Duplicating Process

## The School Program and Duplicators

E. W. ALEXANDER

**T**HE duplicating activity has earned a place of dignity among office occupations and in the training program for those occupations. It is a recognized fact that the ability to operate commonly used duplicating appliances is an asset to office workers. There are few high schools today that do not own at least a stencil duplicator and one or more hectographs. Furthermore, virtually all models and makes of duplicating appliances have returned to the market. Now that instruction in duplicating processes is again possible, it is time to resume our interest in and attention to such instruction.

The purpose of this article, therefore, and of those that will follow it, is to outline methods for thorough and interesting instruction in duplicating processes.

### Minimum Equipment

The various duplicating processes are not in competition with one another; there is a place for every style and model, although it may not be in your classroom. The stencil process is so widely used and so versatile that it is difficult to justify being without a stencil-duplicating machine. You should have at least:

- Stencil duplicator machine.
- Typewriter, reserved for stencil cutting.
- Assorted styli.
- Assorted lettering guides.
- Assorted shading screens or plates.
- Silk sheet.
- Flexible writing plate, legal size.
- Supplies: stencils, correction fluid, impression paper, colored inks.

The hectograph process, both gelatin and fluid, has advantages of economy in runs of only a few copies. The gelatin type, as a rule, is the more economical for runs under 40 copies; the fluid type is better for runs of 50 to 200 copies. There appears to be a

tendency away from the gelatin type in many offices, but the gelatin machine is still used widely enough that students can be expected to encounter it. You will note, however, that, if you want to purchase but one hectograph machine, the salesman will probably try to interest you primarily in the fluid type. Suggested equipment needs:

- Hectograph duplicator machine.
- Backing sheets.
- Correction materials: eraser shield; plastic cleaner or Artgum; typewriter eraser; correction fluid or block-out pencil; perhaps a razor blade.

- Hard lead pencil.
- Hectograph pencils, assorted colors.
- Hectograph ink and carbon paper,

assorted colors.

Hectograph ribbon.

Impression paper.

Hectograph cleansing cream for the hands.

Typewriter, reserved for hectograph masters.

### Organization

Teachers need not hesitate to inaugurate a duplicating program because they do not see where the production work is coming from. Many schools have found it entirely feasible to provide a production-type program that has for its purpose the duplicating of blank forms, bulletins, and supplemental instruction material to meet the demands within the high school. A production program is immediately popular with teachers who have not previously received such service. In the early days of a new term, stencils may be cut in the advanced typewriting classes, to provide material for machine instruction in the first days of a new term when teaching aids are in great demand and at a time when the work of the duplicating class is being started.

Establish a simple routine that will permit your colleagues to obtain duplicated copies with the least possible red tape. Provide requisition blanks (duplicated in the depart-



ment), and develop a system for accounting for supplies. By a simple stock-record system, you not only place the department on a businesslike basis, but you also provide real business practice for students.

When the department receives requisitions for duplicated work, the class should discuss each job in detail and decide which process should be used. The decision will depend on the number of copies needed, the number of colors to be used, and the purpose to which the copies will be put.

If the school can furnish the supplies needed for the course, you are fortunate. In some high schools, teachers purchase duplicating supplies in quantity and sell to the pupils and teachers as their needs demand.

It is good pedagogy as well as bona fide business practice to require each student to evaluate his own work, for this practice lends itself to careful analysis and discriminating consideration and should insure an improved quality of workmanship. While good equipment and good supplies are necessary, there remain the workmanship factor that should be stressed from the first day.

With each production assignment, the student should be given a rating form to focus attention on his work. He scores his product under the instructor's supervision. The following form, which may itself be duplicated, is an example:

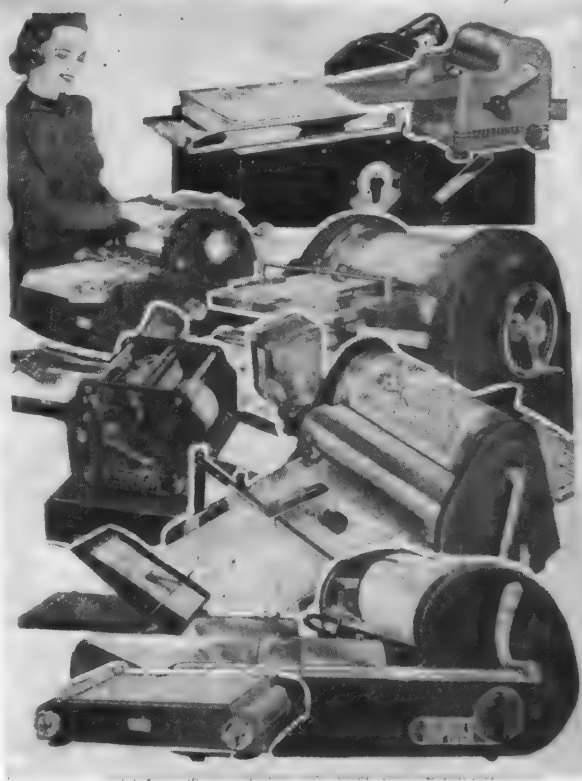
#### TEST OF WORKMANSHIP, Assignment No. ....

	3	2	1
1. Margins: even and balanced ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Absence of scratch marks .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Proper force used in striking M, W, E, and # .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Proper force used in striking c, o, period .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Absence of wrinkles .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Minimum number of errors; neat corrections .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Copy balanced on stencil .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Clean type .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Time required to complete assignment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. General appearance of completed stencil .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total: .....			
Possible score: 30			
Per cent: .....			

#### Instruction Outlines

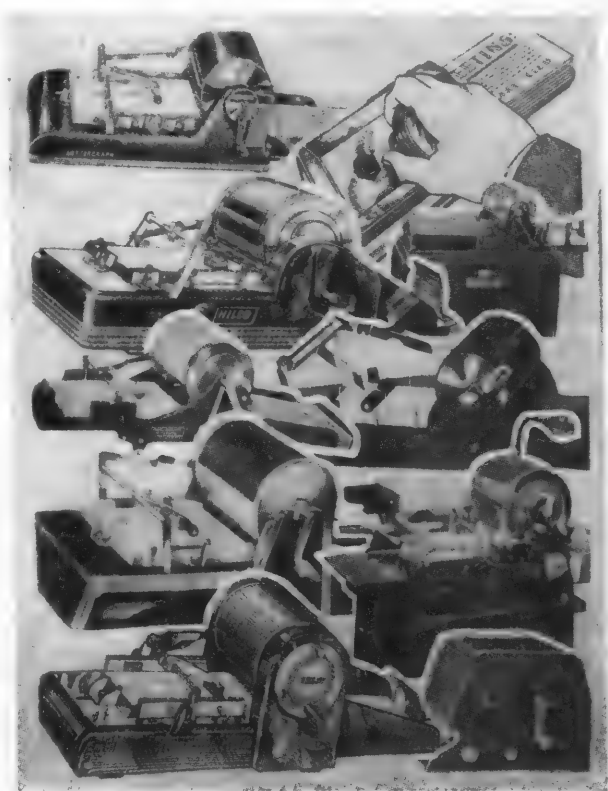
The complete training in duplicating methods is built around stencil-duplicating and non-stencil-duplicating (hectograph) processes. If equipment is available for teach-

#### How many can you name?



Above: Hectograph Duplicators

Below: Stencil Duplicators



ing both phases of the subject, the greater emphasis will be on stencil duplicating.

Suggested assignments for stencil duplicating:

1. Learn to handle the stencil sheet and run the duplicating machine.
2. Make simple layout and prepare stencil from typed material.
3. Learn to justify right-hand margins. Use slip-sheet device.
4. Use styli for shading, lettering, and writing.
5. Type artistic borders.
6. Practice two-color duplicating, using only one stencil.
7. Patch insets into stencils.
8. Plan and execute more difficult layouts.
9. Make and run stencil for postal card. Position copy on stencil so that the stencil must be cut in two and pieced together after typing copy.
10. Prepare stencil for a four-page folder on 8½-by-11 paper. Run copies in one operation.

If time is limited, an intensive course in stencil duplicating, based on Numbers 1, 2, 3, 4, and 6, will acquaint students with the possibilities and problems of stencil preparation and machine operation.

Suggested assignments for non-stencil-duplicating:

1. Set up typed material from unarranged material.
2. Prepare master copies of ruled tabular material.
3. Prepare two-color master copy with carbon paper.
4. Prepare master copy of difficult material, such as prices, tabulating, blocking out.
5. Make master copy after making layout and tracing a design.
6. Make master copy by arranging tabular material with ruling and footnotes.
7. Make master copy of horizontal bar graphs, using two colors.
8. Make master copy, after making layout, typing from rough draft and tracing design.
9. Make master copy, using ruled columns and justifying right-hand margin of type material. Trace design for illustrating copy.
10. Select an assignment in which it is possible to combine stencil duplicating with direct or gelatine process.

If time is limited, an intensive course, based on Numbers 1, 3, 4, 6, and 9, will acquaint students with the possibilities and problems of hectograph operation and preparation of master copies. If both types of nonstencil duplicators are available, prepare one-half the assignments for each style.

Many instructors assign students to the available equipment on a rotating basis, to permit each member of the class individually or in a small group to have access to the available equipment, thus avoiding long waits for machines. The groups assigned to stencil duplicating receive their assignments following preliminary instructions and then proceed step by step in their practice. In the non-stencil-duplicating groups, complete instructions for preparing master copies are given first.

A simple job sheet with complete instructions should be prepared for each job or assignment. Both the student who prepares the master copy or stencil and the student who runs the machine may be identified by means of the job sheet, for grading purposes and criticism. The job-sheet plan permits the teacher to schedule assignments in advance with reasonable accuracy and to make each student responsible for beginning and finishing assigned work on schedule. Inasmuch as no two students will complete their stencils or master copies at the same time, it would appear that no two will be ready to use the duplicating machines or scopes at the same time. Careful planning and scheduling will prevent congestion in this respect.

### *Teaching Aids*

*Film strips for the commercial classroom.* The following film strips are available on a rental or a purchase basis from Teaching Aids Exchange, Box 1127, Modesto, California: complete duplicating series; an introduction to the preparation of masters; the Mimeograph process, the Ditto gelatine process, the Ditto direct process, and the Multigraph and Multilith processes.

*A duplicating library.* *How to Use Duplicating Machines*, by E. W. Alexander, Gregg Publishing Company, New York, 1945. *Operating Instructions* for each duplicating appliance, supplied by manufacturer. *Manual of the Rotary Stencil Duplicating Process*, Speed-O-Print Corporation, Chicago, Illinois. *A Primer in Stencil Duplicating Technique*, The Polychrome Company, 331 Fourth Avenue, New York. *Course of Instruction for Mimeograph Duplicator*, A. B. Dick Company, Chicago, Illinois. *Miscellaneous Catalogues*, distributors of duplicating equipment and supplies in your trade territory.

# Is It Co-operative Education?

I'LL tell you one change that has taken place while some of you teachers have been in military service—a real growth in co-operative education. When you left for the service, I was drumming this state from one end to the other to get co-operative programs started. Now I am using the same amount of energy in keeping down the number of programs. It seems as if every high school principal wants a co-operative business-training program going in his school." Thus spoke a state director of business education in a recent conversation on wartime developments.

Yes, Mr. State Director, your evidence seems to indicate that school administrators have been sold on the principles of co-operative education. They have come to believe in a vocational-training program in which business and industry join hands with the school in training potential workers.

These school administrators correctly conceive the co-operative plan to be a joint training program which includes three phases: a *planned training program in the school*, a *planned training program for the student's development on the job*, and a co-ordinator to correlate the two training programs in such a way that they assure the maximum educational development of the trainee. Such a vocational training program is educationally sound and deserves the unquestioned confidence and support of every school administrator.

There is no debate on the value of co-operative education, but there is a very serious doubt as to whether these administrators are really getting *co-operative* training programs in their schools. Unfortunately, many schools merely have work-experience programs instead of co-operative programs. There is a distinct difference between the two, and we must not confuse *co-operative training* with so-called *work experience*.

In the true co-operative plan, the store owner or office manager co-operates with the school administration by providing a definite training program for the trainee on the job. In this way, the co-operating business assumes a real responsibility for assisting in the training of the student.

J. MARSHALL HANNA  
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*The Clearing House*

In a work-experience program, however, the businessman may be merely providing a work opportunity without assuming any responsibility for training the individual. This work-experience opportunity is provided only because the businessman needs employees and the school offers a ready source of available part-time help. Thus, the school is only serving the convenience of the businessman in solving his employment problem and is falling short of providing the student with anything approaching a truly co-operative-training program.

While there are definite values in just plain work experience as part of the vocational training of a student, these values must not be overestimated. The advantages must be measured in terms of the price the student pays for his work experience. A high school pupil cannot spend half-days on a job without accepting a restricted educational program in school, a limited participation in extracurricular activities, and a probable decrease in essential leisure and recreational experiences.

Can we justify a work-experience program in which high school students spend half-days on jobs for as long a period as one or two years; where no planned program of in-service training or promotion is being provided on the job; and where the student is repeating, day after day, routine duties which should have been mastered in the first month or so on the job? That certainly is not the type of program which administrators are asking for, and it is that type of training which will impair the future development of true co-operative training.

*What can the school administrator do about it?*

1. Evaluate your so-called co-operative program and determine whether it is a work-experience program or a truly co-operative program. If it is found to be the former, then label it for what it is and stop kidding your-

(Continued on page 172)



The Joachimsthaler, first coined in 1525 in the valley of St. Joachim, in Bohemia, is one of the ancestors of our dollar. All photographs courtesy of Chase National Bank.

# Money Speaks Through

LLOYD L. JONES

**M**ONEY talks! And when it speaks, most of us sit up and listen. But how did the symbols and names for money originate? We use them every day; but where did they come from and why?

## Our Dollar and Its Symbol

Our own dollar symbol (\$) did not spring into general use overnight; it took form gradually, and there are several theories regarding its origin. Paper dollars were issued in 1775 as Continental currency, and our first silver dollar was struck by the Philadelphia mint in 1794; but there was no \$ symbol at that time. One theory is that the \$ symbol originated from a merger of the letters *U. S.* written so that the sides of the *U* formed vertical bars through the *S*; but this theory has not been verified. A more likely theory takes us back to prerevolutionary days, when most of the *moneda dura*, or "hard money," in circulation in the Colonies was of Spanish origin. At that time, Spanish milled dollars, or *pieces of eight*, were often called the *pillar dollars*. On the reverse side of the *piece of eight* was the image of two pillars, the Pillars of Hercules. Each of these had a ribbon about it, and the ribbon was so draped that it formed a letter *S* about each pillar. Inasmuch as the pillar dollar was the chief circulating money in the American Colonies from 1750 to 1790, it is probable that many persons used \$ as a symbol for the dollar.

There is another theory, mentioned in *Webster's New International Dictionary* (Merriam Series), that our symbol (\$) is simply a modification of the quill-penned figure 8, denoting a *piece of eight*, or 8 *reals*.

Another likely theory as to the source of the dollar symbol is based on the combination of the letters *Ps*, which have designated pesos in Mexico and Latin-American countries for

two hundred years. At first the small *s* was mounted separately on the stem of the *P*. Sometimes the *s* seemed to be draped on the stem of the *P*, as a wavy extension of the loop of the *P*. The earliest known American use of a pen-written dollar symbol was by Robert Morris, the rich patriot of the American Revolution. In one of his letters, written in 1792, he formed the symbol as a capital *S* with an oblique line through it. At that time, however, and for many years afterward, and certainly in international transactions, the abbreviations *d*, *ds*, *do*, *dos*, *doll*, and *dolls* were used. To this day, the word *Dollars* appears on our printed checks and other negotiable paper. The practice is to write the amount in figures, as \$1,250.00, and then to spell it out, as *one thousand two hundred fifty and no/100 Dollars*.

The prestige of the United States in the money markets of the world has favored the acceptance of our dollar symbol to designate coins that are approximately equal in value to the United States dollar. The money units of a number of countries resemble our \$ symbol (especially when used within those countries). The following is a partial list of such units:

\$E	<i>escudo</i>	Portugal
\$	<i>pahlava</i>	Iran
\$P	<i>peso</i>	Uruguay
\$ m/n or m\$n	<i>moneda nacional</i>	Argentina, national (paper) money
SS\$ or SS\$	<i>dollar</i>	Straights Settlements
\$	<i>yuan</i>	China
\$	<i>yuan</i>	Manchuria
\$ or S/ or s/	<i>sucre</i>	Ecuador
\$ or c	<i>cruzeiro</i>	Brazil (formerly milreis)
HK\$	<i>British dollar</i>	Hong Kong
c\$ or c	<i>cordoba</i>	Nicaragua

It is interesting to note that the first dollar coin was struck in 1486 in the Tyrol by



The be-ribboned column on this Spanish milled dollar, popular in colonial days and known as a "piece of eight," may be the forerunner of our dollar symbol.



# Signs and Symbols

## A study in origins

Maximilian. The *Joachimthaler*, however, first milled in Bohemia in 1525, became the model dollar because of its convenient size and fineness; it was large enough for artistic engravings; and it passed easily from one country to another as international trade grew. During the last five centuries, 173 countries and political subdivisions have issued dollars. Of course, in countries with Germanic languages, the term *taler* is still used. The Scandinavian countries use *daler*; the Netherlands, *daalder*; Italy, *tallero*; and some Asiatic countries, *tael*. Although coins of approximate dollar size and value are used in other countries, the term *dollar* is not used; for example, in England it is called the *crown*; in Russia, *ruble*; and in Spain, *peso*.

### The Money of Great Britain

It is difficult for the numismatist to discover the origin of arbitrary money symbols without dipping into the past. Great Britain, the first of the great international traders, had difficulty in stabilizing her money; and she resorted to an ingenious method of making her money "good." More by accident than by plan, she acquired the term *sterling* as a sort of guarantee of highest quality and worth. *Sterling* comes from *Esterling*, the name applied to the Hanse traders in England. These traders came from the Hanseatic towns, the free German cities and towns where high standards of integrity and value were developed in commercial ventures.

The Esterlings were invited by King John of England to reform the British currency, and from that date the good English pound has been known as *sterling*. One authority seems to think that the short line through the stem of the £ was intended to represent the balances or steelyards of the Esterlings.

There is another, a less romantic, story of

the origin of *sterling*: in medieval England there was once a silver coin, probably a penny, which was called a *sterlinc*; but its origin is uncertain and, to the writer's knowledge, there is only one in existence today and that is in the British Museum.

For many years, Great Britain has used the £ for pound, *s* for shilling, and *d* for pence. The £ stands for Latin *librae*, meaning "scales."

The origin of the word *shilling* is somewhat cloudy. One theory is that the old Anglo-Saxon *scilling* meant "one-twentieth"; inasmuch as twenty shillings constitute a pound, it seems logical that we have one answer to this historical riddle. Miss Blanche E. Clough, assistant to the curator of the Chase National Bank Collection of Moneys of the World, has another explanation for the origin of *shilling*. She quotes the words of Dr. Al. M. Racqus (*The Numismatist*, December, 1925): "Considering the facts that ring money is the oldest metal money in Europe, that the Lithuanian word for bracelet or ring money is *sulinkis*, and that the Lithuanian language is the oldest language in Europe, I am convinced that the term *shilling* is derived from the Lithuanian *sulinkis*."

In Great Britain and her colonies the shilling is expressed by the small *s*; on the other hand, the virgule, a short slanting stroke or mark, is commonly used; for example, ten shillings may be expressed as 10/; ten shillings and five pence would be expressed 10/5.

The abbreviation *d* for *pence* goes back to the Roman *denarius*, which means "penny." The symbol for the *pfennig* is similar to a *d*. Great Britain also has some other arbitrary coins and signs for them. The *sovereign*, receiving its name from the effigy of the monarch on the obverse side, was a gold coin of Great Britain and worth one pound sterling

and was legal tender for that amount. Inasmuch as there never was a gold £, the symbol £ also stands for *sovereign*; but the word was used largely in conversation and literature—not in the money markets. *Gn* or *g* is sometimes the sign for *guinea*, a gold coin worth one pound sterling plus one shilling. It received its name from Guinea on the west coast of Africa, an area noted for its export of gold. The *guinea* was unique because it was minted from the gold from Guinea and was intended to pass for twenty shillings; however, it possessed such a fine quality of metal that its value was finally set at 21 shillings.

Although *c* is used for *crown*, the equivalent of five shillings, it seldom appears in advertisements or printed literature. The English often use the term *quid*, as well as the expression *Jimmy-o-Goblin*, for the *pound*. In rare moments, the Britisher breaks down and calls the shilling a *bob* and the sixpence piece a *tanner*; but he would not think of using such terms in polite society.

### Money Symbols Around the World

Inasmuch as members of our armed forces and many civilians have become far-traveled and world-minded, we might take a brief look at the symbols used for money in a few foreign countries. As we have implied, money speaks a common tongue, based largely on (1) the language of related peoples, such as the Germanic *taler*; (2) the geographic location, such as the Latin-American *peso*; and (3) colonial possessions, such as the British *pound*. The arbitrary symbols that are illustrated are those generally used within a country itself; in foreign exchange, however, the names of the money units are usually spelled out.

£	Sterling	₮	Bolivar
₮	Colon	₮	Taels
₮	Peseta	₮	Milreis
₮	Ruppee	₮	Pound, Italian
₮	Yen	c	Centavo
¢	Cent	d	Pence
/	Shilling	₮	Cordova peso
₮	Moneda Nacional	f	Florin
₮	Oro Sellado	₮	Sucre
₮	Mark	₮	Sucre
₮	Pfennig	₮	Quetzal

We have seen that *P* stands for *peso* and it is usually thought of in connection with Latin-America. There is one exception, however: Hungary uses the *P* for *pengo*, which is equivalent to 100 *fillers*. In the Philippine Islands, the *peso* is often expressed by a capital *P* or a capital *P* with two short horizontal lines through the stem. This is undoubtedly a holdover from the sign for the Spanish *peseta*, which is expressed by a capital *P* with two horizontal lines through its loop. The short horizontal lines may reflect the cross line of £ or may simply emphasize the money significance of the commonplace letter *P*. In the Latin-American countries, the abbreviation *ctms.* stands for *centimos* in Venezuela and *centesimas* in Panama; but the same abbreviation means *centimes* in Switzerland and France. In Panama, *Bl.* or *b.* stands for *balboa* (100 *centesimas* or *ctms.*); and in Venezuela, *Bs.* or capital *B* intersected by two diagonals, for *bolivar* or *boliviano* (100 *centimos* or *ctms.*); *cto.* usually stands for *centavo* in Chile; and *cus.* stands for *centavos* in Nicaragua.

The \$ symbol stands for *escudo* in Portugal; this symbol is ordinarily placed where the decimal point belongs. Thus \$3,457.28 in the United States would be expressed 3:457\$28 in Portugal.

The influence of the vertical lines through our \$ is reflected in the intersected capital *C* for the *colon* of El Salvador, the intersected capital *B* of the *bolivar* in Venezuela, and the intersected *Q* for the old *quetzal* in Guatemala.

There are many other arbitrary signs that indicate the value of, or the basis for computing, different moneys (sometimes in foreign exchange) such as the following, particularly in Latin-American countries:

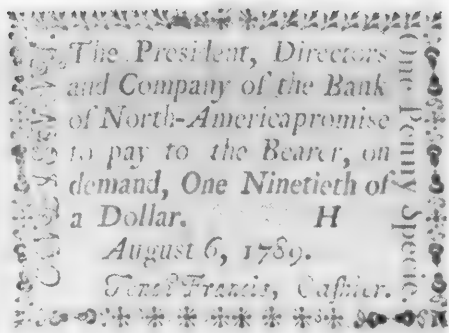
o/s	oro sellado, meaning the standard gold of Argentina and Chile
m.c. or \$m/c or m/cte	moneda corriente, meaning current money—paper money of Chile
m/l or \$m/l	moneda legal, meaning legal tender—paper money of Argentina
c/l	curso legal, meaning legal tender of Argentina
ora or l/a	peso ora Americanos, meaning gold peso of Argentina and Chile

The pound of Great Britain has taken on an international character and is expressed in

the various countries as follows: *E£* or *LE*, Egyptian pound; *£T* or *LT*, Turkish pound; *£P*, Palestine pound; and *Lp* or *£p*, Peruvian pound.

In China, the *yen* is expressed by a crossed capital *Y* and the *taels* as a capital *T* with a small *s* on the stem of the letter *T*. In Japan, the *yen* is often expressed by *Y* intersected by two parallel lines. Evidently the two lines indicate that the symbol means money and is not to be confused with a mere alphabetic letter; or perhaps the method of putting one or two parallel lines through a letter may hark back to balances or scales. In Manchuria, the *yuan* may be expressed by *y* or *¥*, but the *yuan* of Manchuquo is often expressed by *MY*.

The symbol for the Germanic *mark* seems to have originated from the Latin *markka* (meaning "measure" or "weight") and was applied to a portion of marginal land belonging to a Germanic town; the term *mearc* was applied to the land bordering an English or a Scotch village. It is not within the province of this article to go into the semantics of the situation, but the term *mark*, or *marc*, was later applied to the annual rental of the marginal or bordering land. Later on *mark* was used to represent a money unit in Germany; in Anglo-Saxon the *mark*, or *marc*, was once worth about thirteen shillings, but in Scotland it was worth approximately only one shilling.



Among the first American paper money was this "One Penny Specie" note, worth one ninetieth of a Spanish dollar.

In the Union of Soviet Socialist Republics, the financial standards of value is *G*, meaning *chervonets*, which is equivalent to ten *rubles* or a thousand *kopecks*.

The symbol of *koruna* in Czechoslovakia is *kc*; *kr* for *krona* in Denmark; *kr* for *krone* (containing 100 *öre*) in Norway; *k* for *krona* (containing 100 *öre*) in

Sweden.

The *florin* seems to have developed from trade relations—something like the *taler*. The first *florin* was struck in Florence in the thirteenth century; originally it was of gold, but afterward of silver. Its name seems to have been a popular one, but its basic value was not universally adopted or recognized. In England it was once worth six shillings but later became stabilized as worth two shillings; in Austria its value was two shillings; and in Netherlands is worth about one and one-half shillings. In Netherlands, it is also called a *gulden* or *guilder*.

In some countries, periods are used to point off the division between hundreds, thousands, and millions; and a comma is used instead of our decimal point. In France we might see a figure like this: Fr. 3.750.653,4.

There are some other arbitrary symbols and interesting moneys used in different countries. These symbols developed to meet local conditions, but the money units continue to speak the language of business and to indicate standards of value.

**RAZZLE-DAZZLE •** That's what is needed to keep teachers on the job in some communities; at least, it worked in a small Michigan town, according to Luther Purdom, who directs the bureau of appointments at the University of Michigan. On the occasion of its annual banquet, the Rotary Club of the town invited teachers as their guests. "Each Rotary Club member," says Mr. Purdom, "had a good-looking woman to sit beside him—which was worth something, at least in this town. The Board of Education was shocked. But," continued Mr. Purdom, "I told them, with the shortage of teachers, I thought that they should give them such a dinner every month, in order to have good teachers and to be able to keep them. A meeting of the Board was called that afternoon and they voted to raise each teacher's salary \$200, and I think they felt better themselves for having done it."

## AMERICAN EDUCATION WEEK

Nov. 10, "Practicing Brotherhood"  
 Nov. 11, "Building World Security"  
 Nov. 12, "Facing New Tasks"  
 Nov. 13, "Developing Better Communities"  
 Nov. 14, "Strengthening Home Life"  
 Nov. 15, "Investing in Education"  
 Nov. 16, "Promoting Health and Safety"

"EDUCATION FOR THE ATOMIC AGE"

ALBERT R. BRINKMAN

East Orange (New Jersey) High School

**D**URING most of the school year teachers, when they wish to say something good of the students and of the school, must go to parents and businessmen. The general public considers that schools are "open for business" for students only. The twenty-sixth observance of American Education Week, November 10-16, again provides the community with an open invitation to inspect the school. While the visitors are present, the business-education department should capitalize on the opportunity to promote its program in the eyes of the public.

Sponsors of Education Week will use many interpretative devices to direct public interest to the schools. Just what can the department as a whole and each teacher as an individual do to tell visitors just what is being done? Suggestions given here are neither new nor complete. They are offered as a stimulant to action.

**T**HERE are some school functions in which the department can participate as suggested here.

- ☐ Duplicate programs for the special school activities, with a department by-line inserted on the copy.
- ☐ Sponsor showing of films applicable to departmental occupational interests.
- ☐ Duplicate insert materials (for example, President Truman's statement on American Education Week) for all outgoing first-class mail.
- ☐ Present skill demonstrations in classrooms or in the auditorium.
- ☐ Prepare feature copy on department activities, for release as part of the school-news coverage.
- ☐ Duplicate a school in-service manual, for distribution to all school employees.
- ☐ Plan a Vocations Night discussion for a PTA meeting.

## OPPORTUNITIES

- ☐ Duplicate a school calendar of coming events, for distribution.

**A**s a united group, there are some departmental activities that can be presented as suggested here.

- ☐ Initiate a community job analysis.
- ☐ Prepare a corridor display of basic "occupational tools" used in business (for example, typewriter, adding machine).
- ☐ Sponsor a department day in local business concerns.
- ☐ Invite local businessmen to attend a business-club meeting.
- ☐ Arrange a model office in a classroom; have businessmen evaluate arrangement and equipment.
- ☐ Hold a luncheon meeting at school at which businessmen discuss occupational opportunity.
- ☐ Plan field trips to local business organizations.

**T**HE individual teacher can participate as follows in the public-interpretation program of the school.

- ☐ Participate in an auditorium panel to discuss the departmental course of study or special occupational problems.
- ☐ Plan to be available for parent interviews and be alert to promote the interests of the department and of the profession.
- ☐ Take part as the invited guest speaker, in a luncheon meeting, of a local service club, to provide firsthand information of the departmental program.

**E**ACH classroom teacher can help visualize for parents the work done in the individual classroom.

- ☐ Display completed bookkeeping sets.
- ☐ Prepare a "what's wrong?" demonstration in a typing class.
- ☐ Exhibit letter styles in a typing room.
- ☐ Illustrate the various stages required in the duplication of the announcement inviting parents to visit the school.

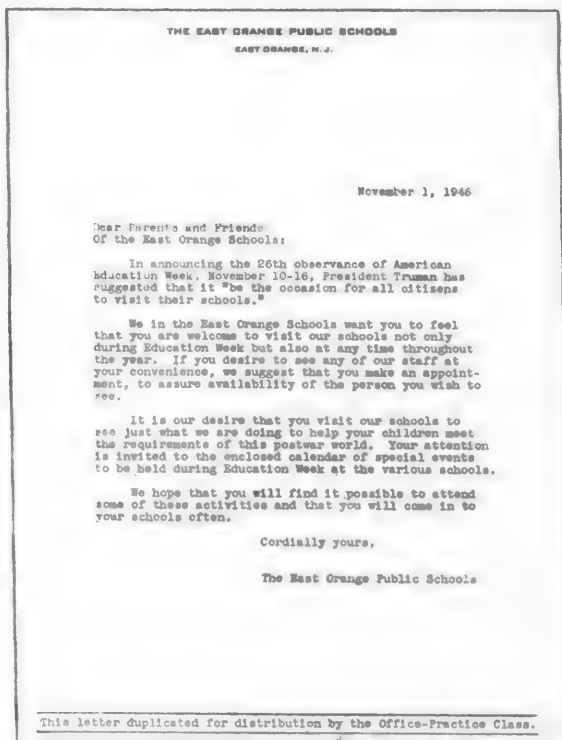


*Mr. Brinkman suggests specific activities each teacher and administrator in the business department can do to contribute to the school's and department's public relations program.*

# American Education Week

- ☐ Exhibit shorthand notes and their transcripts.
- ☐ Present daily demonstration sales with student critique.
- ☐ Invite a local storekeeper to visit a salesmanship class, to discuss his selling problems.
- ☐ Arrange daily "job interviews" in office-practice class.
- ☐ Use audio-visual aids, to indicate proper techniques in using office equipment.
- ☐ Display posters of model consumer budgets.
- ☐ Display a chart illustrating the basic forms of life insurance.
- ☐ Illustrate problems revealing the costs of an installment purchase.
- ☐ Prepare a display of standards and labels used by governmental agencies for consumer protection.
- ☐ Display illustrative material from newspapers and magazines about current economic problems.
- ☐ Illustrate some principles and guides essential to the interpretation of financial statements.
- ☐ Prepare a display indicating local bank services to the community.
- ☐ Illustrate pertinent responsibilities involved in making a contract.
- ☐ Arrange a display pointing out important geographic influences on community social and economic life.
- ☐ Demonstrate courtroom procedure in the law class.

**A** CURSORY review of the procedure outlined will no doubt raise two relevant questions: "Who in the department is going to be responsible for all this?" and "Should the department persistently propagandize itself to the public?" In answer to the first, the initiating of the program will no doubt be motivated by the ingenuity of the department head but will be implemented by the individual teacher. Responsibility for carrying out a program is jointly that of department heads and teachers. The department head, however, should leave the teacher free to make the best possible presentation of his own work. In the long run, parents primarily want to see the students' work.

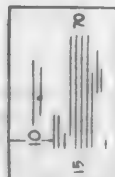


**A departmental by-line on invitations will attract double attention to the invitation—and to the department.**

As to the second question, it is clear that one department cannot undertake all the items presented. Discretion must be exercised, to assure that the department does not overdo itself to the point of being antagonistic to public acceptance. Of great importance, too, is the consideration that student efforts are not to be abused in order to promote the departmental program. The instruction program must not be upset for any reason.

Education Week provides an excellent billboard for informing parents and businessmen of the services of the department. Because of its occupational purposes, the department should not hide its accomplishments or its needs from the public.

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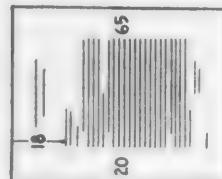


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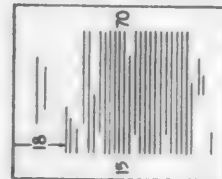
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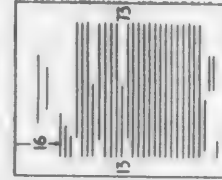
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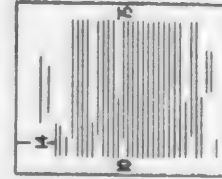
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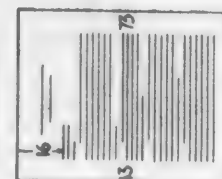
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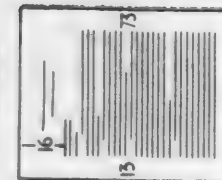
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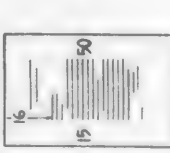
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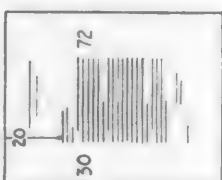
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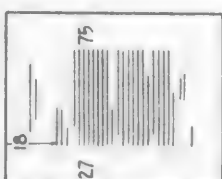


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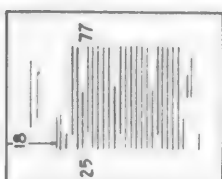
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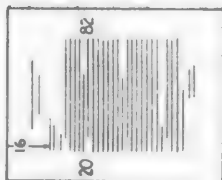
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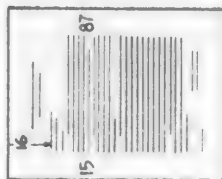
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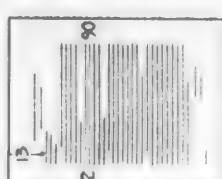
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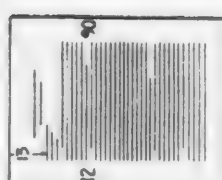
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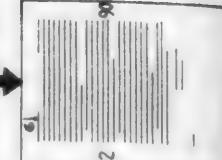


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A LETTER-PLACEMENT AID  
USED IN THE CLASSES OF

THE HICCOX SECRETARIAL SCHOOL  
OF BOSTON, ONE OF AMERICA'S  
FIRST AND OUTSTANDING PRIVATE  
BUSINESS COLLEGES

ELITE  
DOUBLE  
SPACE



# First Day with a Class of Beginners in Shorthand

PROFESSOR WILLARD RUDE  
Oklahoma Agricultural and Mechanical College  
Stillwater, Oklahoma

**W**ITH the first meeting of your class, you have a group of youngsters who are interested and enthusiastic and eager to get started with their study of shorthand.

They may not have manuals, notebooks, pens, and other supplies. It is not necessarily important that they do have. Too much of their time and the teacher's time would be taken explaining about supplies. That detail can be postponed until the second or the third day, when they will have the needed materials.

At this first meeting, avoid saying or doing anything that would cause the pupils to become the least bit confused or discouraged. You can unintentionally stifle their interest and enthusiasm, or the confidence they have in themselves; or you can strengthen it by an interesting and a logical approach to your objective—a thorough and complete understanding of the building principles of Gregg Shorthand. All this is important for the first meeting of the class.

The pupils have confidence in you—you have the training and the experience. *Don't say or do anything* that might betray that confidence. If you lose their confidence, you will be working under a severe handicap. It is your responsibility to sell yourself and the

course to them. If you cannot do this, you are a poor salesman and a poorer teacher. The first hour with them is vitally important.

You should cause them to feel at ease and relaxed. Tell them how much fun you and they are going to have, studying and working and playing together. Remove all doubts that may exist in their minds that they do not have the ability to master the subject or that they are going to find it very difficult or that they are liable to fail the course *if they don't watch out*.

They should have and do have an objective in mind for wanting to learn to write shorthand. They are interested and they should be interested in the subject. The two factors are necessary for satisfactory progress in the course. Have a private conference with any student who is not interested.

The pupils should have some very definite understanding of the fundamental, or basic, principles in regard to the writing of the strokes. They should understand the source of these strokes and the relationship that exists between the strokes for the writing of longhand and the same strokes for the writing of shorthand. They can and they do understand; they can write them and they can read them. Many of them are the same strokes and many of them have the same names. They have been writing shorthand for years—ever since they have been writing longhand and have been making figures. (It is easy to demonstrate

just how true this is. The three principal strokes in Drill 1 may be introduced here.)

They remember their longhand penmanship lessons. They remember the importance of the correct position, the correct way of holding the hand and the pen in the hand, in order that their muscles should receive the very best of training for accuracy and speed. All this is very important for the writing of longhand; and it is all the more important for the writing of shorthand. The basic principles are virtually the same—they are simple and easy to understand.

### Illustrations and Drills

**Drill 2.** Write on the board, and have the pupils write, the longhand letters:

*a, e, o, r, l, k, g, b, j, s, v*

The strokes are the same and have the same names for both longhand and shorthand.

**Drill 3.** Place on the board and have the students write the following:

1. The left oval
2. The right oval
3. Oblique straight line (push-pull)
4. Horizontal straight line

**Drill 4.** Write the figures and have them write a set of figures:

*1 2 3 4 5 6 7 8 9 0*

The strokes for the figures are for the most part shorthand characters.

Further develop the ovals and the straight-line exercises.

In writing the four drills mentioned, they have written all the strokes and some of the combinations that are used in writing shorthand. With this illustration and demonstration, they feel very much encouraged.

**Drill 5.** Learn the names of the strokes and also the words that strokes represent.

The pupils can write the strokes, they can read them, and they will remember them. They have made an excellent start writing and reading shorthand. They have acquired a vocabulary of 50 or more words that they can read and write. There is not a thing that they do not fully appreciate. They are not the least bit discouraged. It is all in all wonderfully stimulating, and they are eager to go ahead with full confidence that they are going to achieve success in the most fascinating study in their experience. It sounds easy and simple, and it is just as easy and simple as it sounds.

## MY 25 YEARS IN



Stamp Collector's Items  
St. Louis BEARS      Pony Express Stamp

**I**N 1848, General Zachary Taylor, stationed at Baton Rouge, Louisiana, was recipient of a large letter with a large carrying fee. He used his most picturesque language in refusing it, saying that, when people wrote him letters, they should pay for the postage. When the letter came back, a month later, postage paid, he found that it contained a notice that he had been nominated as candidate for President of the United States!

The history behind stamps is as fascinating as stamp collecting itself.

When Benjamin Franklin, our First Postmaster General, founded the postal system, postage was either collected in advance by the postmaster, who then affixed his signature on the envelope, or else it was paid by the recipient upon delivery, the rate in each case depending on the distance the letter must travel and the difficulty in getting it through. This system made so much work for the postmaster in large cities that stamps designated as "Provincials," were printed. Copies of these stamps are rarities; for example, New York 5c black; Providence 5c black; and the rarest of them, the Alexandria, Virginia, 5c black.

Later, as the population of the country and the volume of mail increased, mail routes were advertised and contracts awarded to now historically famous companies, who printed their own stamps: Wells Fargo, Pony Express, Pomeroy Express, Boyd's Dispatch, and others.

In a dusty old shop in New Orleans, I bought, for \$2, seventy-two stamps—yellow

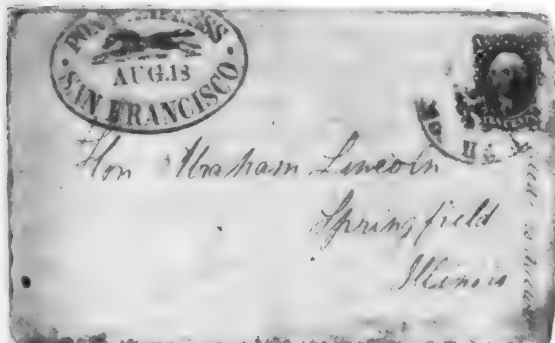


# STAMP ALBUM

L. C. Rusmisl

with age—that had been issued by such companies. Evidently the dealer did not know what they were—and I am not sure that I do either! If they are genuine, which an expert can determine by testing the age of the paper, they are worth a month's salary.

In 1847, after the Great Star Route Frauds, the Government began issuing its own stamps, mostly bearing portraits of Washington, Franklin, and Jefferson. To make the perforations, a sewing machine, without thread, was used; and, to prevent people from washing off the cancellation mark and re-using stamps, the stamps were "grilled" or embossed, to absorb the ink of the cancellation. An old stamp with such a cancellation is now very valuable.



Facsimile of letter sent to Abraham Lincoln by Pony Express.

Stamps issued for a special purpose, and later discontinued, usually become collectors' items. In 1873, special stamps were issued to the President and the members of his cabinet for their use, each stamp of a different color. These "Departmentals," as they were named, were soon replaced by the franking privilege.

For thirty years following 1865, special stamps were issued for use in mailing newspapers and magazines. They gave way then to the system of weighing such mail and paying for its mailing on the basis of weight. Likewise, when the parcel-post system was established in 1912, special double-sized stamps, in values ranging from 1 cent to \$1, were issued for obligatory use in mailing packages. The special stamps, however, were soon discontinued in favor of the regular stamps.

Send pictures of YOUR hobby, and a short description. We will pay at the rate of \$6 a printed page for each write-up published. Address: HOBBY EDITOR, The Business Education World, 270 Madison Avenue, New York 16, New York—P. S. Pepe

Also, when air mail was inaugurated, special air-mail stamps were issued and their use was made obligatory. Air-mail stamps are still issued, but regular stamps in the proper amount may also be used in sending material by air mail.

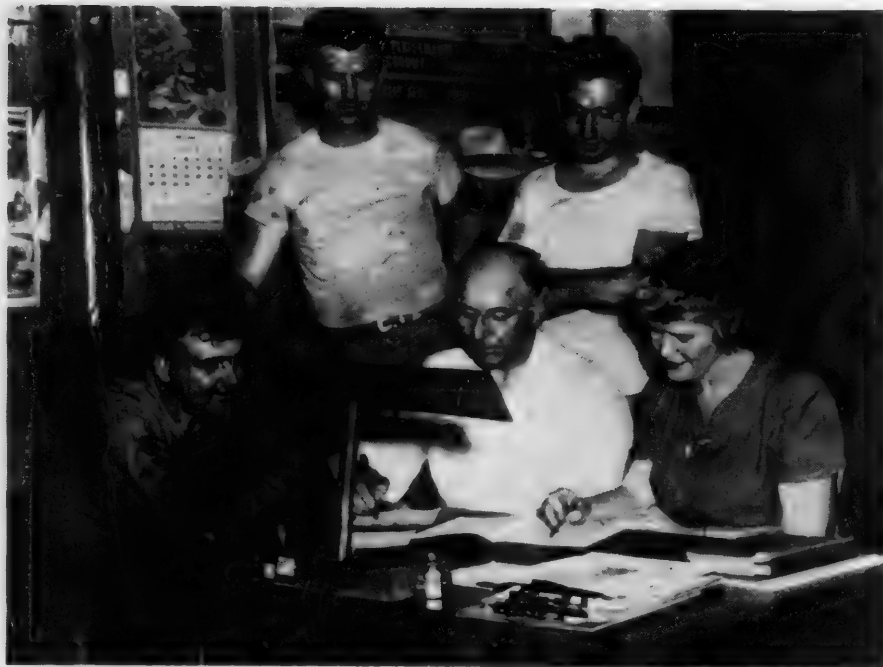
Other stamps that catch the collector's eye are those on which the Government makes an error in printing, such as inverting one part of a two-color stamp; those printed on paper of a peculiar tint; and first printings, usually made on watermarked paper and sometimes worth ten times as much as the later printings. A \$1 Franklin of 1916 mint, which I bought for \$1.50, is today catalogued at \$35.

Old stamps are more rare and more expensive than new issues, but they advance in value more rapidly. The 1893 World's Columbian and the 1898 Trans-Mississippi are good examples; also, the 1930 Graf Zeppelins, three varieties of which have jumped from the original \$4.55 to \$75!

During my more than twenty-five years of travel, gathering stamps here and there, I have accumulated a collection representing probably 90 per cent of all types issued by the Government; among them is a goodly share of fine old stamps that are worth many times their weight in gold!



Reverse of letter to Abraham Lincoln, showing date received at St. Joseph, Mo.



**VIOLA A. LEONARD**  
Co-ordinator  
Stillwater, Minnesota

The co-ordinator is working out training agreements with the employer and all three trainees. The agreements will cover auto mechanics, body shop work, and parts-man and parts-manager.

**A**N OLD jallopy wheezed up the Third Street hill, turned left, and then stopped with a jerk right across from the Stillwater High School building. Two men stepped out and headed for the door of the schoolhouse. The older man was dressed in overalls and a faded blue shirt; the younger man wore a Navy uniform. Once inside, they looked for the main office.

"We have an appointment with the co-ordinator, to work out a veteran's training agreement. Can you tell us where we can find her?"

"You walk straight down this hall, turn to your left at the first turn—you can't miss her office."

After they had found the co-ordinator, she invited them to sit down at a long table covered with printed forms, scratch-pads, and bulletins describing rules and regulations for on-the-job training for veterans. After listening to their story, the co-ordinator learned that Carl Anderson had been in the Navy for three years. He had been discharged, had already mailed Form 1950 to the Veterans Administration, and now he wanted to arrange for training to be a skilled automobile mechanic. Mr. Johnson, the older man, wanted to hire him.

When the co-ordinator was satisfied that the veteran had worked a long enough probationary period to be sure that both parties

wished to go ahead with the training program, she began to fill out Form XXX-C-9. After approximately two hours had elapsed, the training agreement was completely filled out, all questions were answered to the satisfaction of the three parties, and the men left, thoroughly pleased.

All over Minnesota similar incidents were occurring every hour of the day during the school year 1945-1946. The State Department of Education had delegated the responsibility of on-the-job training for veterans to the schools in the cities and towns in the state. In communities where there was no co-ordinator, school superintendents had the responsibility of job training for veterans. If they never before had seen the necessity for employing a co-ordinator, they now realized the importance of having on the staff a person familiar with the various business establishments in town, with job analyses, and with organizing and supervising related training classes. But trained co-ordinators in Minnesota were scarce; so, many superintendents were obliged to assume the big job of veterans' on-the-job training.

Last January, Harry C. Schmid, our state director of vocational education, and his staff, conducted a two-day training conference for superintendents and co-ordinators who would be responsible for working out training agreements for veterans in their own communities.

# Stillwater Serves Its Veterans

*On-the-job training programs for veterans have been widely criticized. It is reassuring to read Miss Leonard's account of how her city has made its on-the-job program truly successful.*

A few days after the conference was held, Glaydon D. Robbins, superintendent of schools for the Stillwater school district, in co-operation with the Stillwater Association, called an employers' meeting, to explain the setup of the job-training program and to answer any questions that might arise. F. J. Lueben, state supervisor of business and distributive education, was the principal speaker. A representative from the Veterans Administration served as a consultant.

A Minnesota blizzard arrived just in time to prevent the good attendance that was expected; but, in spite of wintry blasts and piling snow, approximately fifty local business firms were represented. It was announced that the co-ordinator of the local high school was to have complete charge of working out the training agreements and that all employers and veterans interested in on-the-job training were to confer with her in the high school. I must admit that I approached the job with apprehension and misgivings. I wondered

whether the bewhiskered tradesmen with greasy overalls would shy away from the new high school building on the hill, and whether they would consider that a mere woman wouldn't understand their business. But, before I could worry about it too much, two employers came to me after the meeting and made appointments for the next day.

After that the onslaught began. It seemed that my telephone rang almost constantly. Many times during the first month I had to call the state supervisor to get advice. Besides servicing Stillwater, a town of 8,000, I drew up agreements for five near-by communities. Working out the wage scale and the job analysis consumed the greater amount of time. To my relief, tradesmen and businessmen did not hesitate to come to the high school, nor did they show any signs of disliking to work with a woman. All of them were co-operative, friendly, and very appreciative. The whole experience was not only educational for me, but very interesting also.



The trainer is teaching the trainee to use the Burroughs posting machine on the job.



The trainer is explaining the construction of this particular type of chair. It is on-the-job-training.



The trainee is learning how to handle an engineer's transit, and his training is practical.

The boys were delighted to be home once more. Their one idea was to get a job in which they were interested, learn it from A to Z, and then get into the swing of civilian life again.

Veteran training began to be the big thing in my life. The splendid co-operation given by local businessmen was heartening. As my two co-operative part-time high school classes were operating smoothly, I did not have to spend much time working with them. But, in spite of the extra load I was forced to carry, the advantage to me in my job as co-ordinator was apparent: I became acquainted with many businessmen whom I had not heretofore had an opportunity to meet. That is a definite asset to a co-ordinator dependent upon the co-operation of the businessmen in the community for accepting co-operative students for training. The fact that the school was serving the taxpayers in this new and worth-while venture was another justification for continued support and loyalty.

When I first began working out training agreements, I thought that a maximum of thirty-five would be reached. I never dreamed that by the first of August I would have eighty training agreements in my file. I set up an individual file folder for each firm represented in the program. In each folder I filed the training agreements, their approval from the State Department of Vocational Education, duplicate copies of the employers' monthly reports, and all communications referring to that file.

One of the most interesting parts of the training agreement was the actual working out of the job analysis. I discovered that few employers had ever analyzed their own jobs. It was always amusing to note the effect that the analysis had on employers: when it was completed and they realized what a big job they were actually doing, they would throw their shoulders back and exhibit real job pride.

Actual copies of typical analyses, with specified hour allocations (2,000 for each year), follow:

**Training Station:** The Lowell Inn, Stillwater, Minnesota

**Veteran:** Miss Grenevere Swanstrom

**Occupation:** Hostess

**Description of the trade or position for which training is to be given:**

1. Maintenance of dining room (1,000 hours)

- a. Handling equipment
  - b. Table setups
  - c. Care of linens, silver, china, glassware
2. Receptionist (1,000 hours)
  - a. Reservations
  - b. Correspondence
  - c. Handling guests
3. Personnel management (1,000 hours)
  - a. Employing and discharging waitresses
  - b. Training waitresses
  - c. Supervision of waitresses
  - d. Grooming of waitresses
4. Food preparation (1,000 hours)
  - a. Meats, salads, desserts, pastries, baked goods

Miss Swanstrom is being trained under Mrs. Nell Palmer, who, together with her husband, Arthur V. Palmer, own and manage the Lowell Inn. This hotel is known from coast to coast for its beautiful dining room and lounges, its delicious food, and its superb service. Duncan Hines never fails to sleep and eat at the Lowell Inn when he is in this part of the country. Miss Swanstrom, a former Wave, is having a unique opportunity in that she is having the chance to train under Mrs. Palmer.

**Training Station:** Simonet Furniture & Carpet Company, Stillwater, Minnesota

**Veteran:** David J. Wolf

**Occupation:** Assistant manager, retail furniture store

**Description of the trade or position for which training is to be given:**

1. Selling (4,000 hours)
  - a. Fundamentals of selling
  - b. Filling out conditional sales forms
  - c. Approaching customers
  - d. Turnover sales
  - e. Closing sale
  - f. Down payment
  - g. Monthly payments
2. Advertising (400 hours)
  - a. What to advertise at different seasons
  - b. Layout of ad
  - c. Position in paper
  - d. What appeal to use
  - e. Mailing list
3. Repair department (100 hours)
  - a. Repairs on new shipments
  - b. Repairing merchandise that has flaws
  - c. Repairing old furniture
  - d. Pricing repairs
4. Delivery (50 hours)
  - a. Care of trucks
  - b. Instructing and training deliverymen



- c. Schedule of deliveries
- 5. Complaints (100 hours)
  - a. How to handle complaints
  - b. Inspection of complaints
  - c. Adjustments
- 6. Collections and credits (200 hours)
  - a. Credit control
  - b. Basis of credit
  - c. Use of credit bureau
  - d. Collection letters
- 7. Bookkeeping (100 hours)
  - a. Cost of delivery
  - b. Cost of repairs
  - c. Percentage to spend on advertising
  - d. Selling cost
  - e. Income-tax returns
  - f. Customers' accounts
- 8. Buying (200 hours)
  - a. Getting acquainted with factories
  - b. Getting acquainted with salesmen
  - c. Familiarizing oneself with style and quality of merchandise
- 9. Store arrangement (950 hours)
  - a. Study of model rooms
  - b. Use of colors
  - c. Arrangements—groups of furniture
  - d. Use of wall space
  - e. Window decoration
- 10. Pricing (100 hours)
  - a. Studying OPA rules governing furniture stores

Simonet's furniture store is an old, well-established business in Stillwater. It is large, attractive, and modern in every respect. After completing the training course just outlined, David Wolf will be well equipped to manage a similar business of his own.

**J**OB BREAKDOWNS required by the Veterans Administration are not complicated nor detailed. Each veteran trainee is required to make weekly reports to the Veterans Administration stating how much time he has spent on each type job listed. At the end of his training period it is understood that the actual amount of time spent learning the various

phases of the job will tally rather closely with the hours set up in the training agreement.

The big job this fall is the organization and supervision of *related classes* for on-the-job trainees and apprentices. Following the recommendation of Earl Vitalis, the new superintendent of schools in Stillwater, the local school board has appropriated a sizable sum of money with which to operate. The greater share of the expense will be reimbursed by the Veterans Administration. Our twenty-one trainees in the managerial field do not constitute a problem; we shall offer them courses in merchandising, training and supervision of personnel, advertising, public relations, and the like. We plan to offer those classes during the day on the employers' time. Each class, one at a time, will meet once a week for eight or ten weeks. Stillwater is so close to two large cities (St. Paul and Minneapolis) that it is possible to obtain expert instructors in many fields.

Classes for those learning the miscellaneous skilled trades are being worked out so that the instruction given is beneficial to the entire group. Competent tradesmen, who are expected to take a short course in teaching methods offered by the University of Minnesota, will be hired by the school district to give related instruction. Where there are only one or two trainees studying a specific occupation, it may be necessary to make use of available correspondence courses, which will be studied with the aid of an instructor.

I am very happy that I have this opportunity to represent the local school system and community in an on-the-job training program for veterans. Uncle Sam is giving his boys an opportunity to learn and earn at the same time. The stage has been set for them. It is now up to our veteran trainees to buckle down to their tasks and to win again.

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**CONSUMER PROBLEM** • The American housewife must be on guard against hidden inflation caused by *quality squeeze* on manufacturers who must reduce prices to stay in business. They must seek ways to lower cost of manufacturing; and, as a result of reducing these costs a few per cent, may actually reduce the value to the consumer by 50 per cent or more. Example: by omitting the hardening operation on the cutting edge of a can opener, the manufacturer might save 10 per cent of his cost in producing it. The can opener would look just the same to the housewife, but it certainly would not last half so long.—*American Fair Trade Council.*

# The Job Interview, Dramatized

LOYCE ADAMS

Sam Houston State Teachers College  
Huntsville, Texas

## Guidance and Placement

**F**OUR students are required for the parts: a personnel director (the interviewer), a receptionist, an applicant who does everything the wrong way, and one who acts appropriately.

Receptionist: Miss Barron

Interviewer: Miss Phillips

First Applicant: Miss Vick

Second Applicant: Miss Mattox

The position for which applicants are applying is in the Personnel Department of an airplane factory in Blank, Texas.

Papers, presumably filled-out application blanks, are on a desk that has been turned sideways to the class. The interviewer stands at a file, with her back to the desk. In an outer office, the receptionist sits at her desk.

First applicant enters.

*Miss B.:* Is there something I can do for you?

*Miss V.:* (Chewing gum, screwing about, wearing sweater.) Oh, yes! I came to see Miss Phillips about a job. She asked me to come. That was after I wrote her.

*Miss B.:* Come this way, please. Miss Phillips is ready to see you. (They approach the interviewer's desk.) Miss Phillips, Miss Vick to see you. (Miss Vick plops into a chair before the interviewer's desk.)

*Miss P.:* Oh, yes, Miss Vick, I will be with you in a moment. Won't you be seated? (She turns and is startled to see Miss V. already seated. Seats herself at desk and picks up application blank.) I have your application and see that you are from Some College. We have had a number of Some College graduates in our plant . . . (Miss Vick is looking down nervously, still chewing gum.)

*Miss V.:* (Looks up, twisting her head about.) Oh, yes, I went to Some College. It's just a little school, but I had a lot of experience there. I worked in the VA Department. (Screws about in chair.)

*Miss P.:* Yes, I noticed that you had. Did you have any experience that would qualify you for the work here? We need someone to assist with the records of each person in the plant, to take absentee calls, and . . .

*Miss V.:* What I'd like to know is how much does it pay?

*Miss P.:* We are paying \$135 a month to start. With satisfactory service and additional duties, this will increase. We expect to be expanding into the production of helicopters . . .

*Miss V.:* What's a helicopter?

*Miss P.:* A flying machine lifted and held up by power-driven propellers revolving horizontally. I wonder, Miss Vick, if you like working with people. On this job, you . . .

*Miss V.:* Oh yes, I like people!

*Miss P.:* Do you ever let social life interfere with your work?

*Miss V.:* (Perking up.) Oh, I like social life! (Drooping again.) But I don't let social life interfere. I wouldn't do that.

*Miss P.:* I believe that will be all, Miss Vick. We shall keep your application on file; and if we need you, we shall call. (Rings and receptionist enters.) Miss Barron, would you show Miss Vick out. (Miss Vick rises and follows receptionist. She has been gone only a short time when the second applicant enters.)

*Miss B.:* Good morning. Is there something I can do for you?

*Miss M.:* Yes, I'm Miss Mattox. I had an appointment to see Miss Phillips at this hour. I made application several days ago for a position with your firm.

*Miss B.:* Just come right this way. Miss Phillips is ready to see you.

*Miss M.:* Thank you. (Follows.)

*Miss B.:* Miss Phillips, this is Miss Mattox.

*Miss P.:* How do you do, Miss Mattox. Won't you be seated?

*Miss M.:* Yes, thank you. (Does not rush and

maintains calm dignity. She takes chair and leans against it with an air of expectancy.)

*Miss P.:* Thank you, Miss Barron. (Nods approval and then turns to Miss M. as Miss B. retires.) You are a graduate of Work-hard College, I believe. Have you had any experience that would qualify you for a position in which it will be necessary to meet people and assist with personnel records?

*Miss M.:* Yes, I have. While I was still a student, I had experience during one summer. I acted as receptionist in the office of four doctors here in Blank.

*Miss P.:* I notice that Blank is your home. Do you live with your parents?

*Miss M.:* Yes, I do.

*Miss P.:* Have you been a resident of Blank for long?

*Miss M.:* Yes, for my entire life, except during the period spent away at school.

*Miss P.:* I suppose there is nothing that would take you away if you are employed by this firm.

*Miss M.:* I know of nothing right now.

*Miss P.:* You are single, I believe?

*Miss M.:* Yes, I am.

*Miss P.:* Have you ever had a serious illness that might recur in the future?

*Miss M.:* No, I have never been seriously ill.

*Miss P.:* Do you like working with people, Miss Mattox? Or do you prefer being alone.

*Miss M.:* I like working with people very much. But if necessary, I can work well alone.

*Miss P.:* Do you ever let social life interfere with your work?

*Miss M.:* I have my social life, but I keep it separate from my work.

*Miss P.:* Are there any questions you would like to ask about the work here?

*Miss M.:* About how long will it take, Miss Phillips, for me to learn the routine of the work I will do here?

*Miss P.:* There will be new problems arising all along; but for the most part, you will know the routine in about two weeks.

*Miss M.:* Could you let me know the salary?

*Miss P.:* To begin with, you will receive \$135 a month. This will be increased with satisfactory service and added duties. I believe that, with your training, you will earn advancement rather rapidly. Our working

## *A script for classroom or auditorium use in illustrating applica- tion technique*

hours in the office run from nine to five, with an hour for lunch. We operate a cafeteria, where employees may obtain at cost the very best of meals. We also have a medical clinic for employees, although I hope you'll not be needing that service! (Spoken smilingly.)

*Miss M.:* (Smiling in acknowledgment.) I should like to know, Miss Phillips, what the prospects for continued employment are.

*Miss P.:* Our plant is planning now for the future. We are going to produce helicopters for family use. If there are no other questions you would like to ask, Miss Mattox, I believe that is all for the present. Will you report on Wednesday morning at nine to Miss Barron? She will see that you are permitted to take the examinations that we give all prospective employees. In addition to the written tests, you will receive a medical examination; that is, if you do not already have a medical certificate.

*Miss M.:* I do not have the medical certificate, but I shall be here at nine on Wednesday morning prepared for the examinations.

*Miss P.:* (Rings for Miss Barron. Miss Mattox rises to go. Miss Barron enters.) Make a note that Miss Mattox is to report to you on Wednesday morning at nine o'clock for the usual examinations.

*Miss B.:* Yes, I will. (Showing Miss M. to the outer office door.) We are glad you came in, Miss Mattock.

*Miss M.:* Thank you, Miss Barron. You have been very kind. I shall be here at nine on Wednesday.

(Curtain)

*For fullest instructional value, the play should be followed with a discussion, led perhaps by a panel of the participants in the play.*

# TEACHER PART-TIME EMPLOYMENT

CLARENCE G. ENTERLINE

Standard Evening High School,  
Reading, Pennsylvania

CERTAIN statisticians<sup>1</sup> have encouraged business and industrial enterprises to adopt the policy of hiring part-time workers to relieve the burden on machinery and on regularly employed personnel. Teachers constitute a valuable potential labor supply to meet this need. Business educators<sup>2</sup> also encourage teachers to get work experience, to keep informed on current practices. Between the teacher's desire to work part time and his actual acceptance of a job, certain difficulties present themselves.

1. The professionally minded teacher who would improve his status by attending summer school is faced immediately with the fact that he will be spending money while others are earning it. This factor becomes significant if his salary has not kept pace with the increased cost of living. The social implications of this deferred professional training are serious when one realizes that 57,000 teachers<sup>3</sup> throughout the United States now hold emergency teachers' certificates. Unquestionably, teachers in this group or those in the higher certification brackets who should pursue advanced training, but work instead, sacrifice professional improvement. Should the teacher borrow to continue educational studies? The entrance of the personal loan company upon the scene can create additional financial problems. And if the teacher decides to work in some line in which he is already skilled and his income is sufficiently flattering, he will be tempted to leave the profession permanently and in-

Dear Editor:

I do not agree

crease the teacher shortage. Shall he earn or learn?

2. Not all businesses have adopted the policy of hiring teachers on a part-time basis. Business firms do not like to train expensive and competent workers and then lose them at the close of the summer. Others are reluctant to reveal "inside information" to floating labor. There are those who feel that the teacher has enough to do with teaching. The teacher soon develops the feeling that he is on the "outside."

3. The teacher's family may register some opposition to summertime employment. The family may point out the need for the teacher to guard his health, to spend more time in the garden or with the family, to repair sagging screen doors and gates, to catch up with some of his long-neglected professional reading, or to take that long-promised trip. Shall he forfeit these and go to work, thereby pushing the total responsibility of caring for his energetic, vivacious offspring upon his life partner?

4. Legal difficulties can also present themselves. The teacher whose contract runs for a calendar year rather than a school year will discover that the school authorities have prior claim to his services. Regulations generally provide that:

*Teachers shall not give private lessons for pay to pupils of their own classes during any part of the school term, nor engage in any other occupation without the consent of the Superintendent of Schools.*

This practice is generally justified on the grounds that teaching efficiency may be impaired by the teacher's extra-instructional activities. Taxpayers may require that the teacher give an account of his doings.

5. In certain sectors, the public is surprised to learn that teachers either must work or wish to do some kind of nonprofessional work during the summer months. The public thinks

<sup>1</sup> Babson's Business Service, Babson's Statistical Organization, Inc., Wellesley Hills 82, Massachusetts, Vol. 35, No. 15, Section 1 (April 10, 1944), page 3.

<sup>2</sup> Hamden L. Forkner. "Let's Make Post-War Planning For Business Education Real." *Dictaphone Educational Forum*, 750 Graybar Building, New York 17, November-December, 1943, page 16.

<sup>3</sup> Benjamin Frazier. "Summertime Employment for Teachers," *Education for Victory*, Vol. 2, No. 22 (May 20, 1944), United States Office of Education, page 16.



that teachers are much better paid than they actually are. Teachers are accused of being "grabbers." There are those who are shocked to see teachers employed in dark-collar jobs. The teacher, then, has the job of breaking down a few illusions in the public mind.

When the teacher seeks a nonteaching job, he makes himself more or less conspicuous to

the public, either in a positive or a negative manner. Some commend him for his courage to do something real; others condemn him for seizing jobs that others might hold. The teacher who seeks part-time work is beset with distinctly peculiar problems; on the whole, he is able to meet these problems because he is peculiarly capable.

## MORE ABOUT "GRADING DIPLOMAS"

DEAR ARGUMENT EDITOR:

The first reaction to the question, "Would grading diplomas help?" is, *whom?* Not 90 per cent of the pupils, because prospective employers would naturally hire only those with *A* diplomas. Might it not invite intellectual snobbery in the 10 per cent of *A* diplomates?

It is customary in most schools to maintain records of the pupils' scholarship attainments, citizenship, character—information that is far more valuable to prospective employers than any "graded" diploma ever could be.

In spite of the fact that our youngsters today seem less able to use competently the fundamentals of arithmetic and the rules of English, and that much of their spelling shows their contempt for it, yet these teen-agers of ours are extremely lovable young people. They are honest, outspoken, strong in likes (and dislikes), and adapt themselves readily to most situations.

Is it possible that what we consider weaknesses of youth may be the result of our not providing them with the proper equipment?—*Albert Stern, The Gregg Publishing Company, New York City.*

DEAR ARGUMENT EDITOR:

"Should High Schools 'Grade' Diplomas?" interested me because fifteen years ago our high school teachers' association began the study of a plan whereby *A*, *B*, *C*, and *D* diplomas might be presented. We went so far as to include a certificate of attendance that would not be recognized as a diploma, but would be given those pupils who stayed for four years and just managed to get by through the generosity of various teachers who tired of having them around.

I'd like to quote part of an article that appeared in the May, 1932, issue of *The Promoter*, our teachers' association official publication:

Under the present, almost universal, system of equal honors at the end, many students do the minimum requirements to "get by" and afterwards boast of the accomplishment. A system that permits such deception, and to that extent encourages it, is doing a great injury to those students because it is teaching the wrong ideals of life. It encourages the continued effort to "put it over" their future associates and employers.

The responsibility for failure or for the grade of work accomplished should be placed largely on the student. We should realize that he is going to get out just what he puts in—that he is going to get just the recognition his efforts deserve. . . .

At the present time, graduation honors are incentives to a very small per cent. A system of graded diplomas, or graduation honors to all according to their accomplishments, would be a tremendous incentive for all students to do their best throughout the entire four years.

Unfortunately nothing ever came of our study and report. Apparently it was too radical for acceptance. I cannot recall the exact divisions. I believe that an *A* diploma was to be given those who maintained an average of 85 or better; a *B* diploma, 78-84; and a *C* diploma 72-77; and a certificate of attendance for those with 70 or 71 averages. That was approximately the plan; it gives you an idea of what we had in mind, however.

I am glad to see a nationally read magazine take up this topic, and I hope that you may have a great many suggestions and agreements submitted from various parts of the country. . . . One small city here or there may report

the adoption of such a plan, and their experiences should be given a good deal of consideration. If there are merits to the plan, we should take it to the NEA Representative Assembly and state associations, seeking adoption on a wide scale.—*Ernest A. May, chairman, Commerce Department, Riverside High School, Milwaukee, Wisconsin.*

DEAR ARGUMENT EDITOR:

The questions raised by Alice Lease regarding graded diplomas re-awakened my own interest in the subject. At times it does seem that the student of superior talents and accomplishments (as we measure them) should be awarded a diploma of higher rank than that of those given the groups representing mediocrity or inferiority. I have repeatedly been faced, however, with such questions as, "Where shall I draw the line between groups?" and, "Would teachers permit personal likes and dislikes to influence their grading, and hence the diplomas?" I wonder whether pupils of average or inferior attainment can be stimulated by a diploma to be given several years hence.

For the past several years I have tried to compensate for the lack of significance in our high school diploma by holding an "Honors' Night" apart from commencement exercises. At this time faculty members present their groups and meritorious students to the local community; make awards that invite attention to specific attainment; comment upon the significance of the goals reached; and challenge underclassmen to set their sights for the coming year. Such a program has always been enthusiastically received.

Another method I have used in behalf of the capable student is to circulate a prospect list of superior pupils among businessmen of

our area. One feature we like about this method is that the employer gets in touch with us, and we provide additional information usually missing in other evidences of graduation.

I'm wondering if Miss Lease thinks that a graded diploma will enlighten an employer—when the chances are that he will never even see it. Will a graded diploma measure application, persistence, desirability as an employee, mental agility, or vocational aptitude? If it would do all these things, I would be tempted to indorse it. But too many of us have sent a student to his first job when we feel that, by all the standards we have set up in school, he is scheduled for failure—only to have his employer telephone, "Do you have another boy like John? He's just what we need and we'd like to have another as good as he." Either we do not know how to measure probable vocational success, or the employer doesn't know what he really wants. Perhaps it's a little of both.

Would we be willing to pass judgment on the type of diploma at the end of each student's high school career? Would teachers be influenced by pressure from administrators and parents to the point where standards would fluctuate? . . . I'm wondering if we're not too fallible in measuring achievement, to become responsible for a diploma any more definite than it is at present.—*R. L. Thistlethwaite, Superintendent of Schools, Manilla, Iowa.*

NOTE • Contributors to "Arguments" are requested to limit their comments to 200 words. Address them to Arguments Editor, BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York.

LEMON AIDE • "When I'm all ready to hire a man," said a plant superintendent, "there's just one final question I always ask. I say to him, 'Well, Henry, did the boys try to put anything over on you at the last place you worked?'"

"One type of man will shrug his shoulders and grin. 'Shouldn't wonder if they did,' he'll say, 'you know what the boys are. But it never made any difference . . . we got the work out O.K.' That's the kind of man we like to have around . . . keeps his eyes open, knows what goes on, but doesn't hold a grudge.

"But there's another type who'll start in and tell about all the dirty work at the cross-roads, and how he outsmarted the whole gang. I know right then I have a lemon on my hands . . . a fellow who has learned to work with no one beyond himself. And he's a man my company can't afford to hire, not in these times."—*Clement Comments.*

# The BUSINESS EDUCATION WORLD

## PROFESSIONAL NOTES

**WORLD ORGANIZATION** • The world conference of educators held on the spacious grounds of the International Business Machines Corporation at Endicott, New York, brought out sharply one fact: that the American teaching profession is not yet unified; that there is no single organ that can speak for American education. N.E.A. officials admitted that they did not represent the entire teaching profession of the United States and refused to accept responsibility of voting for the United States.

Nevertheless, the assembly gave birth to a new international organization, The World Organization of the Teaching Profession, to be considered as formally established as soon as ten nations approve the charter developed at the Endicott meeting. Plans have already been formulated for a first meeting of the new world organization next summer.

**STATISTICAL NOTE** • American public schools employed 1,390,000 teachers and non-teaching personnel in April and paid them \$229,800,000 for the month, according to the first quarterly survey of schools by the Census Bureau.

**OFFICE MANAGERS** • The meeting of the American Management Association in New York City last September gave a cross section of opinions of office executives. Some of the opinions are of keen interest to business teachers:

*Recommendation.* Joseph M. Robins asked office managers to cultivate the habit of tearing up unnecessary correspondence, abolishing useless carbon copies, and discarding the myriad of paper forms that, he said, are often used "because they always have been." He suggested, too, that the salutations and closings in correspondence might be eliminated because they have become so formalized as to be meaningless.

*Employment.* A. Ford Hinrichs said that the number of women available for office work between the ages of twenty and thirty-five, the core of the office and clerical working force, is now one million below the normal level based on prewar trends. "By V-J Day there were seven million extra workers in the American labor

force," the economist said. "One year later the number had decreased to a little over two million—and most of the decline was accounted for by women."

"The current unfilled need for labor," Mr. Hinrichs said, "is largely of two types—key positions for which there is an inadequate number of trained persons, and the relatively low-paying jobs which are always hard to fill in times like the present."

*Incentives.* "A fair day's work is looked upon by informed members of management as being something in the neighborhood of two-thirds of a full potential day's work," R. S. MacKenzie told the conference, "and even this two-thirds day's work is seldom reached or maintained for the payment of basic wages alone."

Mr. MacKenzie estimates that the output of each office worker can be increased 50 to 100 per cent if wage incentives, as used in factories, can be established in offices.

*Office Space.* Tidbit: Kenneth H. Rippen stated that office desks should be spaced six feet apart, and that when two desks were placed end to end, four feet should be allowed between them for aisles and seven feet between groups of two.

**OPPORTUNITY** • "Clearly, the surest way to improve instruction is to stimulate creative activity and research among teachers." So speaks Mr. O. C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching, in announcing a grant from the Foundation of \$700,000 to conduct a five-year program in which thirty-three selected universities and colleges in the South will join to "vitalize instruction."

"Among the generally accepted barriers to creative intellectual activity in the average college faculty are heavy teaching loads . . . ; low salaries . . . ; inadequate library facilities . . . ; and limited opportunity . . .," Mr. Carmichael believes. The \$700,000, with an additional \$200,000 contributed by participating institutions, is not expected to be available for obtaining advanced degrees, but rather for creating opportunity for college personnel to study, research, write, and confer.



**Honorary Fraternity Officers.** First officers of the new University of Tennessee chapter (Mu), of Delta Pi Epsilon, were installed by Dr. Earl S. Dickerson, national president; Elsie Davis; and W. Harmon Wilson.

Left to right are: Glenn S. Gentry, historian; Horace H. Willis, treasurer; Elizabeth O'Dell, editor of *News Letter*; Katherine Foster, record-

ing secretary; Doctor Dickerson; Ruth G. O'Steen, corresponding secretary; Edna Mae Howard, vice-president; and Eugene Upshaw, president.

Other charter members are: Verna Blalock, Sam Bobo, Maybelle Campbell, Jasper F. Grover, Cornelia F. Hoffpauir, Patricia Malcom, G. H. Parker, Eugene Puett, Elmo Snell, Mae Walker, and Juanita Wine.

## Organizations

**SCHOOL TYPEWRITERS** • The problem of typewriter purchases for schools was discussed in Pittsburgh at the summer meeting of the Association of School Business Officials. Conclusions: that the Government surplus stock of machines is not likely to be desirable because such machines will be twelve to sixteen years old; that the most economical period for the exchange of typewriters is three years; that schools should now plan a program of exchanges; and that maintenance of machines by a school repair department is relatively inexpensive—Milwaukee does it for an average annual repair cost of \$2.50 each.

**RESEARCH LEADERSHIP** • **DELTA PI EPSILON**, the national graduate-level fraternity whose program of recognition of good research has done so much to stimulate graduate study in business education, annually conducts a research contest.

Delta Pi Epsilon is resuming its contest and has just announced a reviewing committee composed of Professors C. K. REIFF, of Oklahoma A. & M.; LLOYD V. DOUGLAS, of Cedar Falls (Iowa) State Teachers College; and PAUL L. SALSINGER, of Simmons College, Boston. Eligible researches are those completed between January 1, 1945, and September 1, 1946. The contest

closes December 31, 1946. In considering the researches, the judges weigh:

1. The nature and importance of the problem studied.
2. The originality and resourcefulness exhibited by the investigator.
3. The research techniques and methods employed.
4. The dependability of the reported findings.
5. Facility of expression.

To be eligible, the research studies should *not* have been the basis for articles that the contestants have written and that have appeared in journals with national distribution, although publication of abstracts is permissible. Competition is *not* limited to members of Delta Pi Epsilon.

Contestants should forward their studies, express prepaid, to the Chairman of the Research Committee: H. G. Enterline, School of Business, Indiana University, Bloomington, Indiana.

### PROFESSIONAL CALENDAR

- ☐ November 28-30, Columbia, S. C.  
Southern Business Teachers Association.
- ☐ November 29-30, Chicago.  
National Council of Business Schools.
- ☐ December 2, New York City.  
Society for Business Education.
- ☐ December 4-7, St. Louis.  
American Vocational Association.
- ☐ December 26-28, Chicago 2.  
National Business Teachers Association.



**NOVEMBER 29-30** • When the National Council of Business Schools holds its annual convention at the Hotel Continental in Chicago, two affiliated business-school organizations will convene both separately and jointly.

The American Association of Commercial Colleges plans a Saturday morning breakfast program and will hold other meetings to discuss amendments to the constitution of the organization and to plan the administration of the newly acquired subsidiary, the International Honor Society for Business Education.

The A.A.C.C. and the National Association of Accredited Commercial Schools will jointly sponsor a luncheon, featuring an address by Charles F. Walker, of the Northwestern School of Commerce, Portland, Oregon.

**WORLD WIDE** • American business education will shortly re-enter the affairs of international business-education circles: a reorganization meeting of the American chapter of the International Society for Business Education has been called by Dr. Herbert A. Tonne, who was secretary of the chapter when the war disrupted its activities.

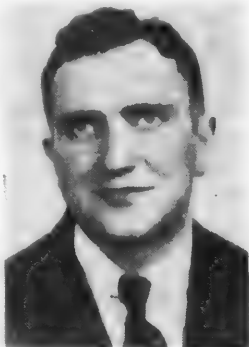
Dr. John Robert Gregg will be chairman and host at the first meeting: a luncheon on December 2 at the Midston House, in New York City. In addition to the formalities of reorganization, the chapter will plan its participation in the next International Congress, scheduled for London in 1947.

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## People

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**WHO'S WHO** • Artyper extraordinary **JULIUS NELSON** has brought artistic typewriting into full academic recognition: not only is he given twenty-three lines in the monthly supplement of *Who's Who in America* because of his work in typicaturing, but also he and his specialty are soon to be included in *Who Knows*, a book of authorities published by the publishers of *Who's Who*.



**BEREAVEMENT** • **C. N. STOCKTON**, for thirty-eight years president of the Illinois Business College, in Springfield, died on August 30. Mr. Stockton first came to Springfield in 1902, and since that time became prominently identi-

fied with the business and educational development of the city. He is survived by his wife Dorothy, and a son.

• **ALDEN J. DANKS**, whose appointment to Bloomsburg (Pennsylvania) State Teachers College as coach and instructor was announced in the September B.E.W., died suddenly on September 21 from coronary thrombosis. Sympathy is extended to his friends and to his wife, Maudemae Edwards Danks, who is head of the Commercial Department of Milton (Pennsylvania) High School.

**APPOINTMENTS** • **WAYNE F. HILL** and **IONE STAVLEY**, to the State Normal and Industrial College at Ellendale, North Dakota, where a new course in business education leading to a degree of Bachelor of Science in Education has recently been added to the curriculum. . . . **LESTER M. BECKER**, to head of Accounting Department, Loras College . . . **ELSIE LEFFINGWELL**, from Westminster College, to Kent (Ohio) University.

**MARY LOUISE LYNOTT**, a shorthand speed expert, to instructorship in secretarial science at Syracuse University . . . **GLENN E. MILLIGAN**, to Findlay (Ohio) College . . . **MRS. EMILY S. EVERS** and **DAVID W. BLAKESLEE**, both of extensive department-store experience, to staff of the Prince School of Retailing at Simmons College, Boston . . . **NORMAN L. DARROW**, to position of distributive-education co-ordinator in Terre Haute, Indiana . . . **HARRIET F. SMITH**, from Findlay College, to Bloomsburg (Pennsylvania) State Teachers College . . . **VIRGINIA E. ROSS**, from St. Lawrence University, to assistant professorship and headship of the Secretarial Science Department at the University of Idaho, Moscow, Idaho.

**DR. FRANCES HENDERSON**, to the staff at the University of Southern California . . . **FOREST LAWTON**, from a Pittsburgh high school, to supervisorship of distributive education in Baltimore . . . **F. KENDRICK BANGS**, from graduate assistantship to instructorship in commercial science at the University of Colorado.

**DR. LUCAS STERNE**, from Eastern Oregon College to directorship of the Commercial Department at the Central Missouri State College, Warrensburg . . . **DR. IKE HARRISON**, until recently a major in the Army, to head of the Business Administration Department at the University of Houston . . . **THOMAS M. GREENE**, to state supervisor of distributive education in Maryland . . . **HAL H. HOLT**, doctoral candidate at the University of Pittsburgh and just recently out of the Navy, to the staff of Phoenix (Arizona) Junior College.

**VINCENT MCGARRETT**, to principalship of the High School of Commerce in New York City



Louis A. Leslie      Harold H. Smith      Robert H. Holmes  
Hubert A. Hager      Dr. Earl P. Strong      Clyde I. Blanchard      Paul M. Pair

Gregg College observes its Golden Anniversary with a midsummer conference in Chicago. Harold Smith, the speaker, is unfolding the story of the teaching of typing.

... J. BRYCE SARDIGA, from head of Business Education Department at Defiance College to professorship in commerce at Murray (Kentucky) State Teachers College ... WALTER ELDER, from Sheboygan, Wisconsin, to directorship of distributive education at the Emporia (Kansas) State Teachers College, where he will offer the only teacher-training course in distributive education within a ten-state area.

**TO RIDER COLLEGE:** LEWIS S. BENNETT, instructor in bookkeeping ... GERALD R. CROWNSHIELD, assistant professor in accounting ... KATHERINE B. EASTBURN, instructor in shorthand and typewriting ... DOLORES BEVERLY NELSON, instructor in bookkeeping and typewriting ... DORIS ELAINE SPRAGUE, instructor in typewriting and shorthand ... VINCENT M. KENNEDY, instructor in economics ... LAWRENCE J. KIEFER, instructor in accounting and bookkeeping.

**PATERSON •** To the Paterson (New Jersey) State Teachers College: CHRISTINE STROOP, formerly head of the Department of Business Education at the West Liberty (West Virginia) State Teachers College ... STANFORD HENDRICKSON, whose high school and collegiate (Rutgers) teaching is supplemented by extensive business experience ... and LOUIS C. NANASSY, from Montclair (New Jersey) State Teachers College and Upsala College.

**BOWLING GREEN •** To the staff of the Bowling Green (Kentucky) College of Commerce: WILLIAM L. COFER, back from service with the Federal Bureau of Investigation ... RUSSELL H. MILLER, back from four years of

Army service ... J. LEWIS HARMAN, back from four years in the Army Air Corps ... REX C. TOOTHMAN, home from the Navy ... and newcomers: WILTON T. ANDERSON, W. L. MATTHEWS, MRS. H. T. SKAGGS, MISS EDDIE SHERILL, J. G. DENHARDT, H. W. HOOVER, and T. C. VENABLE.

## Schools

**"GOLDEN OVALS •** One raw winter's day in December, 1895, JOHN ROBERT GREGG first crossed the city limits of Chicago. The following spring he founded and opened there the now famous Gregg College: he had one student and used the leaf slide on his desk for a classroom.

Last summer, Gregg College paused in its annual summer session for shorthand teachers and reporters to observe its fiftieth anniversary (1896-1946): its graduates numbered 30,000; its court-reporting school (oldest in America) had become a national shorthand Mecca; and its special skill and methods courses for teachers rank among the finest in the country.

Doctor Gregg sent top-notch members of his publishing company staff (see picture) to participate in a celebrative conference: HUBERT A. HAGER, general manager; CLYDE I. BLANCHARD, general editor; LOUIS A. LESLIE, Doctor Gregg's executive secretary; and HAROLD H. SMITH, typewriting editor.

Others, of course, shared leadership in the program: PAUL M. PAIR, director of Gregg College; ROBERT H. HOLMES, one of the school's early graduates and now an attorney; DR. EARL P. STRONG, director of Typewriter

Utilization Department of Remington Rand, Inc.; SISTER MARY CLEMENS, of St. Benedict's School; and DR. FRED A. REPLOGLE, the eminent psychologist. A complete conference report appears in the December Gregg News Letter.

The Gregg Ovals have become golden ones, not only to Gregg College but also to American business education.

**CENTENNIAL** • Founded in 1847, the City College of New York will celebrate its hundredth birthday next May. Established by an act of the State Legislature and by vote of the people of New York City, the College has been a pioneer in the field of free public higher education. In many respects, the centennial of the City College is also the centennial of free higher education in America. The sole standard for admission is the capacity to learn, determined as objectively as possible without regard to race, religion, or financial standing. In its history, the College has conferred degrees on more than 42,000 men and women.

**NEWS** • The Utica School of Commerce, founded September 14, 1896, celebrated its fiftieth anniversary this fall. Scores of congratulatory telegrams were received by Principal WILLIAM S. RISINGER.

JEAN SUMMERS CASTER, founder and owner of the Jean Summers Business School, of Buffalo, is opening another school in Elmira, New York, with RUTH McANDREW as director of the new institution.

The King group of southern business colleges has been separated and sold. Founded by JOHN HUGH KING in 1901, and taken over by E. L. LAYFIELD in 1920, the three schools have been sold singly. King's Business College, of Raleigh, North Carolina, has been purchased by ORVILLE T. SMITH, former vice-president and manager of the school. The King's School at Greensboro is now owned by LEROY THACKER; and the Smithdeal-Massey Business College, of Richmond, by VIRGIL E. JERNIGAN.

Mr. Layfield is withdrawing from private-school work, to devote more time to the management of his realty holdings.

Another early-American business school has changed hands: the Mankato (Minnesota) Business College, founded by the late J. R. BRANDRUP in 1891, has been sold to A. R. McMULLEN, vice-president and secretary of the school. E. L. CHRISTESEN and LLOYD W. KITZROW will be associated with Mr. McMullen in the ownership and management of the institution. The founder had been active in its operation for 53 years until his death in 1944.

## OLDEST SCHOOL • The BUSINESS EDUCATION WORLD would like to know



P. S. SPANGLER

GLER, who recently was honored on the anniversary of his fortieth year as president.

which business-education school is the oldest in America. Our current nomination is Duff-iron City College in Pittsburgh. Founded in 1838, the school is now 108 years old. Since its founding, the school has had but three presidents: Peter Duff, the founder; his son, William; and the present head, DR. P. S. SPANGLER.

## Audio-Visual

**DOUBLE USE** • Business educators who need voice-amplifying systems for demonstrations and meetings, but whose schools lack a public-address system, may well investigate the possibilities of using the amplifying system of the sound projectors of the schools. At a con-



ference in Chicago, an outdoor demonstration program was made successful through the use of the sound system of an AMPRO "YSC" projector amplifier.

**BOOKKEEPING** • Carl F. Mahnke Productions, Inc., (2708 Beaver Avenue, Des Moines 10, Iowa) has prepared a new number in its vocational series, "Bookkeeping and Accounting." It shows the function of bookkeeping

and demonstrates the operation of mechanical equipment and use of various types of ledgers. Included is a description of the work of comptroller, payroll accountant, cost accountant, and certified public accountant. Running time is 10 minutes. Cost: \$50, less school discount.

**FOUR USES** • All business educators are familiar with the instructional use of visual aids, but few explore further. The California College of Commerce, in Long Beach, California, has found three additional uses for its equipment, according to L. B. CONNOR, executive director of the school. Writing in the *Accredited News*, he reports:

*Recreational* use of films once or twice each week at noon and once a month in the evening has done much to develop school loyalty among students and their parents.

*Promotional* use of the equipment in giving shows to schools and service clubs results in "a large deposit in the 'Bank of Good Will.'"

*Rental accommodation* is a distinct service to many schools and organizations that do not have their own equipment and, at the same time, brings a return to the College on its own investment in projectors and other aids.

**BEVA** • **BUSINESS EDUCATION VISUAL AIDS**, 330 West 72d Street, New York 23, New York, has been formed by Clifford Ettinger to rent, sell, and produce sound and silent motion pictures, filmstrips, and other visual aids. BEVA will specialize in providing visual helps to high school and college teachers of business, sales managers, and training directors. It will restrict its activities to the field of education for business. Films from various sources are now available for rental or sale in the fields of accounting, consumer education, sales training, distributive education, duplicating machines, guidance, introduction to business, office machines, shorthand, typewriting, and voice-writing.

Doctor Ettinger has been a business teacher for many years. His thesis, "Projected Visual Aids in Business Education," was completed under the direction of Professors Lomax, Knowlton, and Thrasher. Since 1939 he has been visual-education editor of the *Journal of Business Education* and has published over eighty articles dealing with visual aids.



CLIFFORD ETTINGER  
From USNR to BEVA

**CALIFORNIA** • A course in audio-visual education is now a prerequisite for all teachers applying for California teaching credentials from the kindergarten to junior-college levels, according to *Film World*. Following the establishment of this policy, thirteen California colleges and universities offered summer school courses in audio-visual education.

## Books

**THE ART OF PLAIN TALK**, by Dr. Rudolf Flesch, Harper & Brothers, 49 East 33d Street, New York, New York, 205 pages, \$2.50.

Reviewed by THEODORE WOODWARD  
George Peabody College for Teachers

About two years ago, Rudolf Flesch published his doctoral dissertation, *Marks of Readable Style*, which contained a statistical formula for measuring readability. Now, most dissertations gather dust in quiet library stacks; but *Marks* was well received. Doctor Flesch was embarrassed: *Marks*, a formal Ph.D. dissertation about readability, unfortunately was not very readable! So, he rewrote his treatise in simple language—and discovered that he had written a new book. *The Art of Plain Talk* is the new book. And it is a corker. I recommend it for required reading for all teachers.

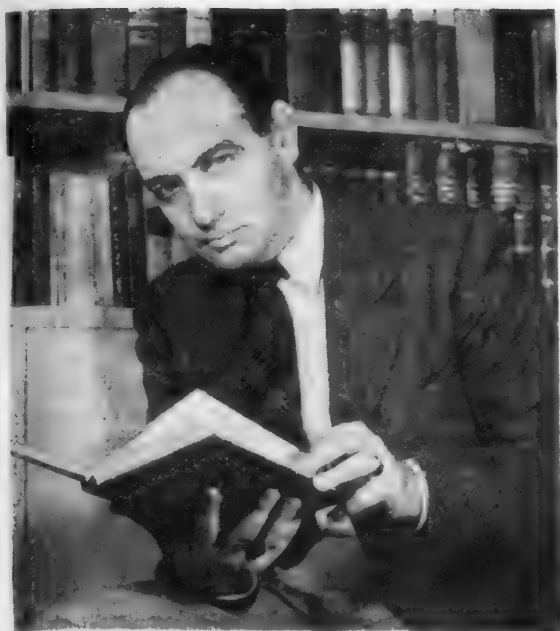
Doctor Flesch says that he wrote the book as a guide for researchers, librarians, editors, writers, and teachers. In a jacket indorsement, Dorothy Canfield Fisher extends the list to include clergymen, administrators, diplomats. "In other words," she said, "I think *The Art of Plain Talk* is a remarkably interesting and remarkably valuable book for almost any reasonably thoughtful person." Indeed it is, particularly for teachers who are—as *we* are—training boys and girls for occupations where simplicity, brevity, and accuracy of expression (plain talk) is essential.

The main features of the book are, of course, Doctor Flesch's formula for measuring readability and his what-to-do-about-it comments. Offhand, that sounds dull. But the author presents his case so interestingly that you will read the book with as much fascination as you do your favorite detective story. The implications, but not the formalities, of the original research are the heart of the book. It is a vivacious example of the *art* of plain talk.

What does the author tell us?

"This is a book on plain talk," says Doctor





Dr. Rudolph Flesch, author of  
*The Art of Plain Talk*

Flesch in his first sentence. "It tells you how to speak and write so that people understand what you mean." The book fulfills this promise.

After an initial chapter devoted to puncturing the pomposities of academic jargon (Oh, what Dr. Flesch would do to *that* adverbial phrase!), he starts us with *Chinese*. Yes, Chinese. He likes Chinese. He refers to Chinese throughout the book because: "If you had a smattering of Chinese, you could teach yourself simple English in no time."

The author points out with envious admiration that Chinese is an assembly-line language: subject, predicate, object—always in that order. Too, it has no grammar—no number, no degree, no declensions, no articles, and so on. So Chinese is free of the complexities that encumber English: sentence involvements and grammar. For plain talk, we should emulate Chinese. For plain talk, we should eliminate empty words and extra syllables and stick to the subject-predicate-object structure. That is Doctor Flesch's prescription for plain talking.

What is plain talk? Conversational talk. Doctor Flesch believes that we should write as we would gossip: use simple sentences; use idioms; use brief words; use meaningful, action words; emphasize our main points through repetitions and examples.

"People talk plainly as long as they don't think about it," he says, "... because they give the other fellow *time to understand*. They pause between sentences; they repeat themselves; they use filler words between the big important ones;

they space their ideas. The secret of plain talk is in-between space."

How does one attain the art of plain talking? The starting point is analysis, and Doctor Flesch's formula on readability comes in at this point to help you gauge the spacing and expressing of ideas. He explains and illustrates (and his illustrations are intriguing!) three measures; then shows you how to combine them into one master yardstick.

*Sentence length* is the basis of the first part of the yardstick. You determine the average number of words a sentence; then check against a table that ranges from very easy (8 or less) to very difficult (29 or more). The standard, or average, is 17. Literary English runs about 20. Scientific English is longer, about 30; hence, its difficulty. *The Art of Plain Talk*, itself, averages 18 words a sentence. Doctor Flesch emphasizes that all his tables are gauges, not rules. The secret of proper sentence length goes back to Chinese, again: avoid filling up a sentence with extra words, or with extra ideas. Short sentences give the reader breathing space.

*The number of affixes* a hundred words is the basis of the second part of the yardstick. Affixes are either prefixes or suffixes: anything added to root words. Count the number of affixes, and measure them on another table that lists 22 or less as *very easy*; 37 as *standard*; and 54 or more as *very difficult*.

This part of the formula is the hardest to determine because we must have a positive knowledge of roots and affixes; yet it is also the most important part because, "Each affix burdens his (the reader's) mind with two jobs: first, he has to split up the word into its parts and, second, he has to rebuild the sentence from these parts."

*The number of personal references* a hundred words composes the third part of the formula. You count every name, pronoun, or other reference to the human element; then measure the total on a table of standards. Examples: 19 or more in 100 words, *very easy*; 6, *average*; 2 or less, *very difficult*. We teachers have been schooled to avoid personalities in professional writing. Even though we know it is good psychology to talk directly to the reader, we hesitate to put human interest into written material. Doctor Flesch, however, insists that "... after you have shortened your sentence and thrown out the bothersome affixes, you have to do one more thing to make yourself well understood: you have to keep talking about people."

The author presents each of these three parts in a separate chapter. He provides lively examples, drills you pleasantly on each, and lures you into trying your hand on gamelike exercises.

Even if you were to read no more of *The Art of Plain Talk* than the first six chapters, you would find yourself snipping away at long and unnecessary words like a literary critic!

The three measures (sentence length, affixes, and personal references) may be manipulated by the use of a little arithmetic and Doctor Flesch's formula to serve as a yardstick, a gauge of readability. Indeed, Doctor Flesch provides two methods: one "for those who hate figures" and one for those intrigued by his weightings.

IN THE rest of the book (you can't help yourself—you will go on reading) the author provides fifteen chapters of pungent remarks about writing. It is in this part especially that you enjoy his comments about current writing: he derides crowded newspaper sentences ("Kyser, bespectacled, was born 38 years ago in Rocky Mountain, N. C."); he points a finger of scorn at the commentative-type of tucked-in adjective ("Warner Brother's *cuddly-reverential* treatment of President Roosevelt . . ."); he laughs at *Time* magazine's descriptive adjectives ("*beady-eyed, thin-lipped*"); and questions the digestings in the *Reader's Digest*. Most of all, you'll enjoy his rewrites of several Government documents.

He treats punctuation in the same matter-of-fact manner. His advice: "As long as you use normal pauses and normal stress in talking, don't use anything but periods and commas in writing." In his remarks about grammar, Doctor Flesch knows he is inviting criticism, but he has an answer ready for purists: "Grammar? Often it is nothing but rules set up by schoolteachers to stop the language from going where it wants to go."

We schoolteachers will be interested, too, in his Chapter XVII, "The Trouble with Textbooks," where Dr. Flesch nearly exceeds his own cautions against rhetoric: "Everybody knows that textbooks are unreadable, even educators."

Why? "... they (textbooks) are not written by people who make a living by writing; they are usually done in a hurry and on the side; and all that means that the things you are apt to find in a typical textbook are usually trite, often wrong, and sometimes downright nonsense."

Why are they used, then? "Textbooks are written for teachers, not for students . . . as long as they please the teachers, they will be 'required reading.'"

The answer? Doctor Flesch advises textbook authors "... to spend an evening reading *How to Win Friends and Influence People*" and then write for students, not for teachers.

There are many portions of this stimulating volume that cannot be commented upon here: basic English, English for foreigners, vocabulary frequencies, advertising "imagineering," and others. Each is treated critically, but not always negatively. He offers a staunch support for the split infinitive, for example.

*The Art of Plain Talk* is the kind of a book you will love to lend but be sorry to borrow, because you will want to underscore passages and write in the margins. It is the kind of a book that will make you pester your friends or family with "let me read this paragraph to you." It is full of quotable quotes. It is good reading, professional reading. It is so stimulating, from beginning to end without letdown, that you will emerge with a new literary, a new editorial point of view.

And that is why I say it belongs on every teacher's desk. It will teach them the art of plain talk.

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## Rapid Reviews

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**TEACHING WITH FILMS**, by George H. Fern and Eldon Robbins, the Bruce Publishing Company, Milwaukee, \$1.75, 146 pages.

The handy, pocket-size volume is written as simply as a technical matter can be. There is a lot of "tell how" in a few pages. The book should be of genuine interest to all those who are visual-education-minded.—*T.W.*

**GUIDANCE MONOGRAPHS**. Three brochures, published by National Council of Business Schools, Washington 6, D. C., \$1.10 each.

*Secretaryship*, by Elgie G. Purvis, 24 pages, is a handbook that describes a wide variety of secretarial positions in both public and private employment. *Accountancy*, by George Spaulding, 16 pages, gives a detailed analysis of the accountancy function and a list of related occupations. *Sales Promotion*, by Ben H. Henthorn, 20 pages, gives a thorough review of occupational opportunity in salesmanship, sales management, advertising, and correspondence.—*A.C.L.*

**CHANGING YOUR WORK?** By J. Gustav White, Association Press, 347 Madison Avenue, New York, 210 pages, \$2.50.

This compact volume, written with ease and clarity, contains authentic advice by an experienced job-counselor. Its practicality makes it useful for your friend who must decide for himself.—*T.W.*

# Who Was That Machine I Seen You With . . . ?

By Dick Armstrong

Reprinted from PM, October 1, 1946

THE National Business Show, which opened at Grand Central Palace yesterday, will run from 1 to 10 p.m. daily through Saturday; and, if you want to get the living be-jabbers scared out of you, brother, drop in.

It is a show of gadgets. Gadgets for the office. Gadgets to take the place of people. The show's advance publicity summed it up neatly:

"This is the most important Business Show ever held; it crystallizes five years of business engineering progress and marks the dawn of a new era in American business."

A five-minute stroll through the aisles of Grand Central Palace should leave you in no doubt about the nature of the "new era" that is dawning on us. It's good-bye bookkeepers, secretaries, stenographers, clerks. The machine is taking over. Machines add, subtract, multiply, and keep a complete ledger. Machines write down what a man says to it; other machines talk back to him. Machines do everything for the business executive but eat his lunch. And I even saw one strange, Gargantuan contraption that looked hungry enough to do that.

Office worker, how do you feel?

The two most diverting of the mechanical horrors I encountered were having a chat. One was Radiotype, a typewriter that takes your words and sends them over the air to your office, where another Radiotype receives them, all correctly spelled

out. No human factor involved. Shooting the breeze with Radiotype was another typewriter, Vari-Type, which flounced about bragging she could write in all languages, from Cuneiform to Chinese, including English.

The two gadgets evidenced marked jealousy of each other.

"Okay," Radiotype was saying truculently as I passed, "so you can talk more than one language. But I bet you have to take an hour and a half changing costumes between languages."

"Nothing of the kind. I'm writing Chinese now. Look."

A flip of a man's hand (*this* man, possibly, will be the last surviving human in Vari-Type's office) changed one tiny plate for another, to re-alphabetize the typewriter; and the words began to come out in Portuguese.

Vari-Type leered.

"So now," she inquired, "what can *you* do?"

Radiotype took the pipe out of his mouth, pulled his slouch hat a shade lower over his eyes, and said:

"I covered the Dodgers' ball game yesterday. Just sat there in Ebbets Field, wrote out my story, and sent it over the air. My machine partner back in the office took it down, word for word. No man had to touch it."

I fled.

## Statement of the Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at East Stroudsburg, Pennsylvania, for October 1, 1946.

State of New York }  
County of New York }

ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York 16, N. Y.; Managing Editor, Alan C. Lloyd, 270 Madison Avenue, New York 16, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York 16, N. Y.

2. That the owner is:

The Gregg Publishing Company, 270 Madison Avenue, New York 16, N. Y.; John Robert Gregg, President, 270

Madison Avenue, New York 16, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York 16, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago 2, Illinois.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs, next above, giving the names of the owners, stockholders and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

Guy S. Fry, Business Manager.

Sworn to and subscribed before me this 1st day of October, 1946. (Seal.) Margaret E. Zeberle. (My commission expires March 30, 1947.)

## Co-operative Education?

*(Continued from page 143)*

self, students, parents, and the community that you have a co-operative training program. As a work-experience program, evaluate the gains to be derived from it and keep the amount of pupil time devoted to such work experience in keeping with its educational values. In evaluating work experience remember that a student will have a life time in which to work but a limited amount of time in which he is free to attend school.

2. If you want a truly co-operative training program, then give the co-ordinator time to do his work.

3. Place less emphasis on numbers and more emphasis on quality of work being done. There is too great a tendency on the part of administrators to judge the success of their so-called co-operative training programs on the basis of the number of pupils enrolled.

4. Recognize that the guidance policy must be based on sounder guidance practices than

the mere fact that the student doesn't do well in other courses offered by the school.

*What can co-ordinators do about it?*

Forget about selling co-operative training to merchants through work-experience programs. It is to be questioned whether any program of co-operative training was ever sold through the work-experience approach.

*What can state departments of education do about it?*

Examine the certification requirements for co-ordinators. In some states one can be certified as a co-ordinator without even an hour of teacher-training education, just so long as the practical work-experience requirement is met. Let's not go overboard on either side.

*What can teacher-training institutions do about it?*

Recognize the fact that co-operative education is being accepted as an essential phase of vocational training. Teacher-training institutions should recognize this situation by providing teacher-training programs.

## Looking for Graded Dictation Material?

In addition to the shorthand and typewriting tests that are used for awards, each issue of THE GREGG WRITER contains three full pages of business letters that are written in shorthand graded down to three respective Chapters in the Manual.

**The September magazine contains graded dictation material for Chapters I, II, and III.**

**The October magazine contains graded dictation material for Chapters IV, V, and VI.**

Specially prepared business letters, graded so that a comprehensive review of brief forms is given, appear at the end of each series.

The special student rate of \$1 a year, 10 issues, remains unchanged, and FABLES, our little reading book all in shorthand with penmanship notes in the rear, is given as a premium when re-

quested. Take up your student subscriptions today, because the September number is going fast! First copies of the magazine can be sent on a memorandum bill for your convenience.

**THE GREGG WRITER**

**270 Madison Avenue**

**New York 16, N. Y.**

*When sending in your subscription, please mention the Business Education World.*



# The BUSINESS EDUCATION WORLD

## PROFESSIONAL SERVICES

**SHORTHAND BINGO** • Teacher-sponsors of business clubs are always on the lookout for interesting variations in the club meeting. Mrs. Helen Williams, instructor of shorthand and typewriting at the Abilene (Texas) High School, tells us of a shorthand variation of one of America's favorite games: Bingo.

Try it with your O.B.E. Club or give your shorthand students a "game" day to relieve the monotony of routine or to take their minds off the weather.

Each participant should rule off 25 squares on a sheet of paper and number the squares with numerals selected at random between 1 and 40. Forty numbered words, with which the class should be familiar, are then written on the board. As the numbers are called, the players cover their numbers with slips of paper.

The first to "bingo" is required to write on the blackboard the shorthand outlines for the words corresponding to the covered numbers. If an incorrect outline is written, the forms are erased and the game continues until another player "bingos."

A typical board and a complete set of words used in one of Mrs. Williams' programs is shown.

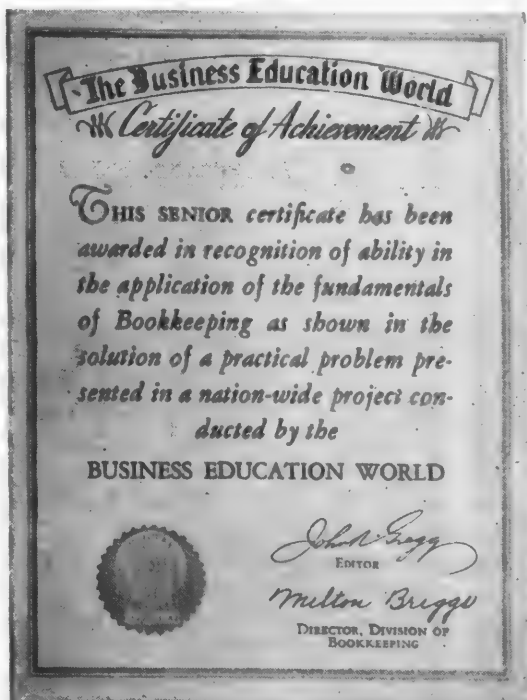
- |                |              |
|----------------|--------------|
| 1. name        | 21. this     |
| 2. favored     | 22. come     |
| 3. also        | 23. came     |
| 4. almost      | 24. woman    |
| 5. always      | 25. presents |
| 6. morning     | 26. letter   |
| 7. shipping    | 27. some     |
| 8. between     | 28. anything |
| 9. three       | 29. got      |
| 10. give       | 30. tell     |
| 11. into       | 31. until    |
| 12. and the    | 32. great    |
| 13. income     | 33. another  |
| 14. increase   | 34. the      |
| 15. underneath | 35. did      |
| 16. handle     | 36. soon     |
| 17. ago        | 37. still    |
| 18. gave       | 38. little   |
| 19. my         | 39. nothing  |
| 20. system     | 40. forgiven |

13	1	33	12	14
30	10	25	28	16
32	20	5	40	36
7	19	24	22	8
11	4	27	35	15

**MOTIVATION** • *Activation* has been an educational key word for a long time and will continue to be. The art of promoting reactions is the art of the teacher; his ability to activate his students is the measure of much of his skill. The B.E.W. awards program is a real service to teachers who know the activating power of prizes and certificates—what students will do for recognition! Leo Osterman, of the Plymouth (Illinois) High School, commented:

"I can already see an improvement in their work. At first, the (bookkeeping contest) solutions were poorly prepared—poor penmanship, disproportionate figures, and so on. Some of the students rewrote their solutions as many as eight times and showed a decided improvement."

Mr. Osterman activated his students to superior work by providing them an opportunity for recognition through the awards program.



As an aid to teachers, the B.E.W. supports an active program to recognize—and stimulate—student achievement in bookkeeping and transcription.

# Bookkeeping—The November Awards Problem

MILTON BRIGGS, Editor

**NEW PROBLEM** • Here is the third problem in the 1946-1947 series of contests, designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods and will provide a welcome change from textbook routine. The problem may be assigned for homework, for extra credit, or even for a club activity.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to every student who submits a satisfactory paper. In addition, the **BUSINESS EDUCATION WORLD** will distribute cash prizes for the best student solutions of this contest problem. All information necessary for participation in the contest is given here.

**JOURNALIZING JAMBOREE!** • Here is the November contest problem: (*Please read the following introductory paragraphs to your bookkeeping students:*)

After a business transaction occurs, the first step in the bookkeeping cycle begins. This first step in bookkeeping procedure is called *journalizing*. Journalizing is the process of analyzing a transaction, to determine what account to debit and what account to credit, and making a written record of the transaction.

There are many different forms of journals. In this contest problem, you are to use the simplest form of journal, ruled with two money columns at the right side of the paper and a date column at the left side. You may use paper already ruled or you may rule your own form with ink.

The business transactions that occur are similar from day to day. Often the same kind of transaction may occur many times in one day. In this contest, however, there are no transactions exactly alike. Be sure to use pen and ink and your best penmanship and to include an explanation with each entry.

To earn a Junior Certificate of Achievement in this contest, journalize only the first ten transactions (November 1-12).

To earn a Senior Certificate of Achievement, journalize only the remaining ten transactions (November 13-23).

To earn a Superior Certificate, journalize all the transactions.

*Dictate, duplicate, or write on the blackboard the following transactions:*

NOVEMBER, 1946

- 1 Purchased merchandise for cash from the American Supply Company, \$94.01.
- 2 Sold merchandise for cash to Robert M. Downey, \$15.46.
- 4 Bought merchandise on account from King & Company, \$204.46.
- 5 Sold merchandise, on account 30 days, to Mrs. Matthew Merriwether, \$34.44.
- 6 Received a check from Frank Forster, \$23.35, in payment for goods previously sold him on account.
- 7 Sent a check for \$103.49 to the Ace Accessory Company for goods bought on account in October.
- 8 Sent a check for \$100 to the Searles Estate in payment for rent of store for month.
- 9 Andrew Burke, the proprietor of the business, invested an additional \$200.
- 11 Mr. Burke withdrew merchandise from the business for personal use, cost \$18.45. (Credit Purchases.)
- 12 Paid the *Standard-Times* \$22.50 for newspaper advertising.
- 13 Received a 60-day promissory note from Duncan Donovan in settlement of his account, \$135.
- 14 Received a check for \$250 from Austin Skinner to pay his note due today. No interest.
- 15 Sent a 90-day promissory note, \$500, to Burns & Brayton, Inc., in partial settlement of account.
- 16 Mr. Burke, the proprietor, withdrew cash \$50.
- 18 Bought wrapping paper and bags on account from Royal Paper Supply House, \$17.80. (Debit Supplies.)
- 19 Purchased a new filing cabinet on account from Thurman & Golden, \$75.50.
- 20 Sold an old typewriter for cash, \$15, to Claire Lamar.
- 21 Paid insurance premiums on merchandise, \$85.95, to the Gibraltar Insurance Company. (Debit Prepaid Insurance.)
- 22 Paid the Mercury Transport Service \$17.89, freight charges on merchandise bought.
- 23 Paid clerks' wages \$135.88 less \$17.65 for employees' income taxes withheld and \$1.36 for employees' share of old-age insurance tax. (Debit Salaries and Wages \$135.88, credit Employees' Income Taxes Payable \$17.65, credit Old-Age Insurance Taxes Payable \$1.36, and credit Cash \$116.87.)

**SUGGESTION** • Teachers and students may feel free to use account titles to which they are accustomed. The following is a list of account titles suggested for use in preparing the solutions for this contest:

**ASSETS:** Cash, Accounts Receivable,\* Notes Receivable, Supplies, Prepaid Insurance, and Equipment.

**LIABILITIES:** Accounts Payable,\* Notes Payable, Employees' Income Taxes Payable, and Old-Age Insurance Taxes Payable.

**PROPRIETORSHIP:** Andrew Burke, Capital; and Andrew Burke, Drawing.

**INCOME:** Sales.

**COSTS:** Purchases, and Transportation on Purchases.

**EXPENSES:** Rent Expense, Advertising Expense, and Salaries and Wages.

(\*Names of individual customers or creditors may be used in place of the controlling account titles.)

**CONTEST RULES** • Before beginning the contest in their classes, teachers should read the following rules carefully:

1. Have your students work the bookkeeping award problem given in this issue. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

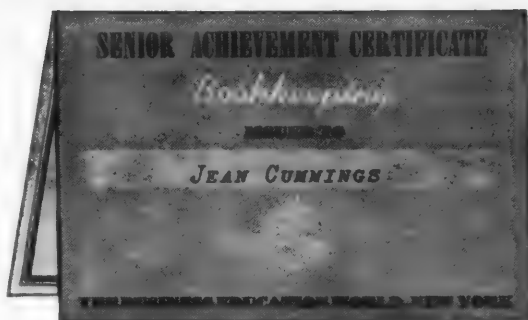
**Contest  
Closes  
December 16**

2. Send all solutions by first-class mail or by express to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York.

3. With your papers, send a typed list in duplicate of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. Certificates must be earned in order.

4. Remit 10 cents for each paper. This fee covers in part the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. They will be considered for the award of prizes. (Teachers who do not wish



Two-color achievement certificates, earned in the B.E.W., bring students great pride and stimulate their interest and efforts in bookkeeping.

to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution and \$2 second prize, in each division. To each student who submits an outstanding paper meriting Honorable Mention, the B.E.W. will send a specially designed 8½- by 11-inch Scholastic Achievement Certificate suitable for framing.

7. Each paper submitted must have these data in the upper right-hand corner: student's name in full, name of school, address of school, teacher's name in full.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Alan Lloyd, Milton Briggs, and Mrs. Claudia Garvey.

10. **CLOSING DATE** of the contest is December 16, 1946. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

**NEXT MONTH** • The December B.E.W. will bring you the bookkeeping problem of the Cheeryway Card Company. The problem, with a Christmas flavor that will enliven the last class periods before the holiday, calls upon the student to journalize, to post, and to prepare a trial balance. Contestants may choose to perform any one or all three of these fundamental steps in bookkeeping procedure. The BUSINESS EDUCATION WORLD will award a new Certificate of Achievement for each step satisfactorily completed—and there will be more cash prizes for the best papers submitted!

# Transcription — November Awards Program

CLAUDIA GARVEY, Editor

**THIS MONTH •** The B.E.W. is giving you two sets of dictation materials. The first take, 240 words to be dictated at 80 words a minute, can earn a Junior Certificate of Achievement for those of your students who transcribe it mailably at not less than 10 words a minute (for example, in 24 minutes).

The second take, 400 words to be dictated at 100 words a minute, can earn a Senior Certificate of Achievement for those of your students who transcribe it mailably at not less than 15 words a minute (for example, in 27 minutes).

There is no time limit within which the papers must be submitted. The tests may be administered and submitted at any time during the school year, provided that they are used as new matter.

**CONTEST RULES •** 1. *Administration.* Names and addresses may be written on the blackboard. Dictate the full take at the rate indicated for the certificate desired. Transcription begins at once, without preliminary reading of notes or other helps.

2. *Timing.* Maximum time allowed is 24 minutes for the Junior Test, 27 for the Senior Test. This includes time allowed for proof-

reading, use of dictionary, and correction of errors.

3. *Identification.* Each transcript should show these data: student's name, school address, and teacher's name. The first letter of each set should also indicate the time required to transcribe the test and the rate in words a minute (number of words divided by number of minutes). The group of transcripts should be summarized in a covering letter that indicates the names of the participants and the speeds of dictation and transcription.

4. *Submission.* Send only the transcripts of the letters; send no carbon copies, envelopes, or shorthand notes. A 10-cent fee should accompany each transcript, to cover the cost of printing, mailing, and judging. Mail transcripts by first-class mail or express (not by parcel post) to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York. Transcripts may be sent in at any time during the school year.

5. *Awards.* A Certificate of Achievement will be mailed to every student whose transcripts meet the standard of mailability. Disqualifying errors include misspelling, untidy erasures, uncorrected typographical errors, serious deviation in wording, and poor placement.

## Transcription Test for the Junior Certificate

To be dictated at 80 words a minute and transcribed at not less than 10 words a minute (24 minutes).

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.*

*Letter No. 1:* Mrs. John Toomey, 8 Beacon Road, Deer Park, Washington.

*Letter No. 2:* Mrs. James Crandall, 19 Oak Street, Georgetown, Washington.

*Letter No. 1.* Dear Mrs. Toomey: Christmas shopping can be a pleasure. From my own experience I know that shopping time is / cut in half if I know just what I want to buy.

The first thing I do is make a list of those who are to be / remembered. Then I fill in the gift I should like to give to each.

When that is completed, I go through that list and make / a new one by articles. If there are six to whom I am giving gloves, I list the names under that heading and (1) after each put the proper size and the amount I choose to spend.

With the thought that you will find this plan helpful in / doing your Christmas shopping, I am sending you a booklet for jotting down your Christmas list by items. Please note / that each page



## • REMEMBER •

There is no closing date for submission of transcripts for certificates. Transcripts of these test letters may be sent in at any time provided they are dictated as new matter.

gives the floor and department number in which you will find the item specified. Cordially yours,

*Letter No. 2.* Dear / Mrs. Crandall: It isn't the least bit too early to think of Christmas shopping. Many articles will be (2) available for the first time in several years, but it is very likely that the supply will not equal the / demand.

Our first shipment of rubber baby dolls will go on sale next Wednesday. If you want to be sure that Santa / brings one to your little girl, we suggest that you plan to make a very early selection. Cordially yours, (240 standard words)

## Transcription Test for the Senior Certificate

To be dictated at 100 words a minute and transcribed at not less than 15 words a minute (27 minutes).

*Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.*

*Letter No. 1:* Mrs. Frank Dale, 8 Ocean Parkway, Fremont, Washington.

*Letter No. 2:* Mrs. Herbert Post, 3 Crescent Drive, Greenlake, Washington.

*Letter No. 3:* Mr. Paul Thorpe, 5 Jay Street, Seattle 6, Washington.

*Letter No. 1.* Dear Mrs. Dale: Are you planning to give electrical appliances as Christmas gifts? The latest models of toasters and irons, as well / as other electrical equipment for the home, are on display in our store.

The enclosed circulars illustrate and describe those that are / currently available. While we have a complete stock of these items at present, heavy sales suggest the advisability of early / purchase.

We recommend that you place your order at once. Delivery can be arranged to suit your convenience. Cordially yours,

*Letter No. 2.* Dear (1) Mrs. Post: Do you like to shop in crowded stores when the customers are in a hurry and the clerks are tired? Do you like to shop when stocks / are limited and you almost always have to stipulate a second or even a third choice of color or size? Of course you do not. That / is why we recommend that you plan to do your Christmas shopping early this year. Our holiday merchandise is now on display; and the store / is decorated in its usual Christmas trimmings, to provide the proper atmosphere.

Plan to spend at least one day next week Christmas shopping. (2) You will find Christmas shopping a pleasure when you can make your selections from fresh and complete stocks. Cordially yours,

*Letter No. 3.* Dear Mr. Thorpe: Toys will / be at the top of practically every Christmas list this year. In anticipation of the enormous demand, we have provided the / largest stock and greatest selection in the history of the store.

If you are looking for action toys, be sure to see our display. We have / a sturdy scooter that comes in three sizes, and we have bikes of every popular make.

We have automobiles, too. You may choose anything (3) from a fire engine to a roadster. Sorry, but they only come up to size 8!

Sleds with steel runners and metal wagons are available / in a wide range of sizes.

Please keep in mind that these toys have been very scarce for several years; so the demand will undoubtedly / exceed the supply. To be sure your son or daughter is not disappointed, make your selection early. Yours truly, (400 standard words)

## • NEXT MONTH •

The December B.E.W., in addition to providing you with two more sets of transcription material for Junior and Senior Certificates, will give you an extra set of materials that may be used to earn a special Superior Certificate. The extra take will include 400 words to be dictated at 120 words a minute and to be transcribed at a minimum of 20 words a minute (for example, in 20 minutes). Watch for it—in December.

# Part Three of a Story begun in September

From "Alexander Botts Earthworm Tractors"  
WILLIAM HAZLETT UPSON  
(Copyright, 1928, Curtis Publishing Company)



I HAD ANDY STOP THE TRACTOR and back it up a few inches to loosen the hitch. Then<sup>3640</sup> Andy and I got out into the ankle-deep water and unfastened the tractor from the wagon. Next we climbed<sup>3660</sup> up on the load of lumber, moved the trunks, the suitcases, the blankets, the four women, the canary bird, the dog,<sup>3680</sup> the gentleman from New York, and all the other junk up to the forward end. Then we loosened the chains and ropes that<sup>3690</sup> held the lumber, and laid a half a dozen long six-by-eight timbers from the rear end of the load of lumber down<sup>3720</sup> to the sand. By this time the water was about six inches deep.

Andy then got into the tractor, drove it around<sup>3640</sup> to the back of the wagon, and started up the timbers. It was a steep climb, and the tracks were wet and slippery,<sup>3680</sup> but Andy was a splendid driver. And finally—to the accompaniment of encouraging shouts from<sup>3690</sup> the young niece, hysterical screams from the four other females, shrill barking from the dog, weak chirping from the canary<sup>3700</sup> bird, and silence from the poor gentleman from New York—Andy got the tractor up on top of the load<sup>3720</sup> of lumber.

We lifted the six-by-eight timbers back in place, tightened the chains and ropes so that none of the lumber<sup>3740</sup> would be washed away, and made everything shipshape by lashing the trunks, the suitcases, and other perishable<sup>3760</sup> baggage on top of the big tractor hood as high above the water as possible. Then Andy and I helped<sup>3770</sup> the four fat ladies and the gentleman from New York up on to the tractor. As the seat was already reserved<sup>3780</sup> for Mabel and Andy and myself, it was necessary for these other people to perch around on the grouser<sup>3800</sup> box and the gasoline tank. One of the ladies held the bird cage in her lap, and another took charge of the<sup>3840</sup> pup.

At once I made a short speech.

"Ladies and gentlemen," I said, "I wish to assure you that you are perfectly<sup>3800</sup> safe. If you will do as I tell you and keep quiet no harm can befall you. Our present situation is somewhat inconvenient, I will admit, but it is not due to any negligence on my part. I was treacherously<sup>3860</sup> and infamously given false information as to the time of the tides by a man who posed as my friend<sup>3920</sup> but who has turned out to be my enemy.

"When I started to cross these flats I had every reason to believe<sup>3940</sup> that I had ample time to get to the other side. When I discovered that the tide was rising I attempted<sup>3960</sup> to get back to shore. But

it was too late. Consequently I have placed the tractor, as you see, on top of the<sup>3800</sup> lumber wagon, and I have placed my passengers on top of the tractor. We are perfectly safe. All we have to<sup>3860</sup> do is wait until the tide goes out again, when we can proceed on our way."

"But the tide isn't going out," said<sup>4020</sup> one of the fat ladies. "It's still coming in. And it's going to get so deep that it will go right over the top<sup>4040</sup> of this machine and we'll all be washed away and drowned. It's terrible! Oh, why did I ever come? I demand that<sup>4060</sup> you take us ashore at once."

"Madam," I said, "I had not finished my talk. If there were any way to take you ashore<sup>4080</sup> I would take you—if only for the sake of getting rid of you. But it can't be done. You will have to stay here,<sup>4100</sup> and while you remain you will have to do exactly as I tell you. We are now upon the high seas. Legally<sup>4120</sup> speaking this tractor is now a boat. I am the captain, and under the maritime law of the United States<sup>4140</sup> of America I have complete authority over my crew and passengers. If there is any<sup>4160</sup> insubordination or disobedience of any kind I can shoot you or have you tried for mutiny."

As I<sup>4180</sup> finished this talk I scowled as darkly as Mussolini himself. And I was gratified to see that the four<sup>4200</sup> hysterical females from New York appeared to be completely awed. Andy and the gentleman from New York said I<sup>4220</sup> could count on them. And the young niece somewhat surprised me by telling me privately that she was having a swell time,<sup>4340</sup> and wasn't it too exciting for words, and she thought my address was wonderful because it was the first time she<sup>4360</sup> had ever seen anyone who could shut up all of her four aunts at the same time.

I thanked her and then borrowed an<sup>4280</sup> umbrella from one of the aunts and took a sounding. The water was about a foot and a half deep. Furthermore,<sup>4300</sup> the wind was freshening, and little waves were beginning to dash against the wheels of the wagon. As the sun sank<sup>4320</sup> lower the tide rose higher; and just as the sun disappeared the water reached the bottom planks of our load of lumber.<sup>4340</sup> As the darkness deepened the water crept up further and further. The wind blew in stronger and stronger from the<sup>4360</sup> sea and the spray from the breaking waves began to drive over the top of the lumber. The fat ladies, although I<sup>4380</sup> had them too much awed to make a disturbance, nevertheless kept up a continuous chattering. One of them<sup>4400</sup> suggested that if we could signal to the shore somebody might come out in a boat and rescue us.

"It's a splendid<sup>4420</sup> idea," said Mabel. "I'll light off some of these fireworks. Maybe they'll send a boat and maybe they'll shoot us a<sup>4440</sup> line and we can all go ashore in a breeches buoy."

And right away she climbed out over the suitcases on top<sup>4460</sup> of the hood, pulled out the box of fireworks, and amused herself for an hour or so sending up rockets and shooting<sup>4480</sup> off Roman candles. But nobody came out from the shore.

At ten o'clock the waves were washing right over the top<sup>4480</sup> of the lumber, and we all began to get pretty anxious. The current was strong. It was still flowing in from the<sup>4520</sup> sea. There was a pale moon, but it was a dark night just the same.

## and Good Reading

It was cold, and none of us really knew how high<sup>4640</sup> the water would rise before it started down again.

WHEN I studied geography," one of the aunts said, "I was<sup>4660</sup> taught that the tide in the Bay of Fundy rises seventy feet. What if it gets that high here?"

"It won't get that high,"<sup>4680</sup> I said.

"What if it rises only half that far?"

"It won't," I said, although I wasn't sure. "And what is more I don't<sup>4690</sup> want any more pessimistic remarks like that out of anybody."

At eleven o'clock the water had<sup>4620</sup> risen at least another foot, the wind was still strong, the waves were sloshing against the side of the tractor at a<sup>4640</sup> great rate, and the spray was dashing in onto the floor in front of the seat.

"If it comes much higher," said one of the<sup>4660</sup> aunts, "we're lost. And I think it is time you did something, Mr. Captain. This lumber is the only chance we have of<sup>4680</sup> saving our lives. But as long as this heavy tractor is on top of it holding it down it can't do us any<sup>4700</sup> good. What you ought to do is run the tractor off of here while there is still time. Then the lumber will float up to the<sup>4720</sup> surface and we can use it as a raft."

"Not on your life," spoke up Andy. "This tractor belongs to the Maine State Highway<sup>4740</sup> Department and I am responsible for it."

"And what is a tractor," she asked, "as compared to our precious<sup>4760</sup> human lives?"

At this point I decided to end the discussion. "The tractor will stay where it is," I announced very<sup>4780</sup> decisively, "and this discussion will cease at once. If you people don't shut up I will have you prosecuted<sup>4800</sup> for mutiny, lèse-majesté, and piracy on the high seas."

They shut up. At half past eleven it looked<sup>4820</sup> as if the water was going down. And at midnight we began to see the uppermost planks of the lumber under<sup>4840</sup> the tractor. We knew then that all was well.

And the next two or three hours were really not bad at all. Mabel<sup>4860</sup> and I climbed out over the trunks and suitcases and sat on top of the radiator at the extreme front end<sup>4880</sup> of the tractor and admired the stars and the moonlight on the waves.

Gradually the water sank lower and lower<sup>4900</sup> until finally—just as the sky to the northeast began to brighten with the dawn—I looked down and saw wet<sup>4920</sup> shiny sand all around us.

Andy and I put the big timbers in place at the back of the wagon. Andy backed<sup>4940</sup> the tractor down onto the sand and drove around and hitched onto the wagon once more. As far as I was concerned<sup>4960</sup> I was ready to go on to the Seaside Inn. And Andy and the gentleman from New York and his niece were game.<sup>4980</sup> But the four aunts set up such a roar, and demanded so loudly to be taken back to the nearest dry land, that<sup>5000</sup> I decided the easiest thing to do would be to humor them. Consequently we set off full speed for the<sup>5020</sup> canning factory, and in about half an hour we had almost reached the shore line. (5034)

(To be continued next month)

## THE GREGG WRITER KEY

The dictation materials on these and the following pages are shown in shorthand in this month's issue of THE GREGG WRITER. The key given in the B.E.W. is counted in units of 20 standard words.

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## By Wits and Wags

FIRST TURKEY on way to market: This is the first time I have been to the city.

Second gobbler: You'll be all right, if you don't lose your head.

"WHY are you crying, little girl?"

"Boo, hoo, because my brother has holidays and I don't."

"Well, why don't you have holidays?"

"Because I don't go to school yet."

CAPTAIN: "If the boat foundered whom would you save first, the children or me?"

Ready-witted gob: "Me."

"MY WIFE used to buy in three or four stores and her bills were terrific. Now her bills are much smaller," confided one Rotarian to another at a luncheon.

"How does she do it?"

"She buys from thirty or forty stores."

CANNIBAL: We've just captured an actor.

Chief: Hurray! I was hoping for a good ham sandwich.

BARBER: "Your hair needs cutting badly, sir."

Irate customer: "No, it doesn't. It needs to be cut nicely. You cut it badly last time."

CRITIC: What are you drawing?

Artist: I just drew a picture of a dog eating bones.

Critic: That's interesting, but where are the bones?

Artist: Oh, well, the dog ate all the bones.

Critic: And where's the dog?

Artist: You don't expect the dog to stay there after he has eaten all the bones.

# Gregg Writer Dictation Materials

## The Changing Face of Main Street

EARNEST ELMO CALKINS

in "Advertising & Selling"

(Continued from last month)

TRANSPORTATION, long in coming, sorely needed,<sup>1400</sup> was the first great force that took all our prospective cities out of their isolation and altered their Main Streets.<sup>1400</sup> The general store-keeper had sent his produce down the Mississippi and then by salt water to Atlantic<sup>1600</sup> Coast cities and got back what he ordered by the same slow uncertain route. Or he hauled it by wagon to Chicago<sup>1800</sup> over abominable roads, the live stock travelling on its own feet, and shipped it by the Great Lakes and the Erie<sup>1840</sup> Canal. The new railroad reached the prairies in the 1850's, and tied our little town to the<sup>1800</sup> wonderful things that were happening in the big East Coast cities.

Chief among the forces that have altered the slow-paced<sup>1800</sup> Main Street of pioneer days into the strident, bustling, high-colored business district of today are *mass production*,<sup>1600</sup> *invention* (and discovery), and *advertising*. Transportation, the ability to distribute products<sup>1600</sup> to more customers, made factories grow. Large scale production lowered prices, thus widening markets. The richness<sup>1600</sup> of these markets stimulated the wits of inventors, and before long they offered thousands of new things, and not<sup>1600</sup> merely new things, but new kinds of things—not only new brooms but carpet sweepers, not only better sweepers but<sup>1600</sup> vacuum cleaners. And all these new gadgets finally reached the stores on Main Street, putting new and strange goods in old stores,<sup>1700</sup> and creating new kinds of stores. The tinsmith making gutters and down-spouts for the more sophisticated houses<sup>1700</sup> that replaced the log cabins as soon as the sawmill developed into a sash, door, and blind factory, acquired<sup>1740</sup> successively the skills pertaining to central heating, plumbing, oil-burning, and air conditioning. Each of these<sup>1700</sup> accounted for many new articles for stores to sell, and wrought as radical changes in the home as in the<sup>1700</sup> shops. Great-grandma bought a Dutch oven, set it among the coals in the fireplace, and baked johnnycake from meal ground at<sup>1800</sup> the local mill. Her daughter was able to buy a Charter Oak, that wonderful cookstove with dampers and a<sup>1800</sup> reservoir (at the back) to heat water for the Saturday night bath. Granddaughter had a gas range, an instrument of<sup>1800</sup> precision with thermometers and other novelties. Today, housewives have automatic electric ranges,<sup>1800</sup> matching the refrigerators in their streamlined kitchens, with fireless cookers, overhead lights, alarm clocks, though the<sup>1800</sup> johnnycake does not taste a whit better than grandma's. But each of these evolutions made more stores on Main Street and<sup>1800</sup> more kinds of goods for those stores to sell.

Among the events epic as far as merchandising is concerned was the<sup>1850</sup> discovery of petroleum in the 1850's. Oh, I know that mineral oil was not first<sup>1800</sup> discovered then, but you might say that when they struck oil in Pennsylvania an amazing array

of<sup>1800</sup> possibilities was discovered. It had as much effect on the business of living and the business of selling as<sup>1800</sup> those words "Let there be light!" had on creation. For it was as light that kerosene entered Main Street. But that was only<sup>2000</sup> the beginning. It was not merely the displacement of the pine knot, the whale-oil lamp, and the tallow candle.<sup>2000</sup> Brighter and steadier light enlarged business, made stores brighter, illuminated window displays, added new goods.<sup>2000</sup> The kerosene barrel lined up beside the molasses and vinegar barrels in grocery basements. But that<sup>2000</sup> was only the curtain raiser. This strange fluid from the veins of old Mother Earth was more wonderful than the lamp<sup>2000</sup> of Aladdin. In it was the germ of a revolutionary social, political, and industrial<sup>2100</sup> development, later to be represented on Main Street in a hundred interesting forms, dry cleaners,<sup>2100</sup> insecticides, filling stations, gas storage tanks, cars, tractors, and automobile accessories, and the airfield just<sup>2140</sup> outside the town, not on Main Street, but part of the new business pattern.

There is not room to pursue the fascinating<sup>2100</sup> subject of the effect of light on business, but bear in mind that gas brought street-lighting and made Saturday-night<sup>2100</sup> shopping a sort of gala festival; that electricity was even more potent. Neon lights gave to small<sup>2200</sup> burgs their "White Ways" (more often red), and drew a train of salable goods—iceless refrigeration, vacuum cleaners,<sup>2200</sup> hot plates, flatirons, silex coffee pots, radios, infra-red lamps,



TO IMPROVE the golden moment of opportunity, and catch the good that is within our reach, is the great art of life.—Samuel Johnson

• • •

THE LEADER is he who is needed by everyone, and who cannot be replaced.—Maurice Barrès



frozen foods—cold storage lockers for rent is<sup>2240</sup> one of the latest additions to Main Street.

Meanwhile, advertising, the disreputable ally of worthless<sup>2300</sup> patent medicines, tricky mail-order goods, and fraudulent stock-selling schemes, was rescued and put to work for<sup>2280</sup> legitimate business, and the news of these wonders was spread before prospective consumers. Advertising introduced<sup>2300</sup> the package, an innovation as revolutionary and far-reaching in its effects as many of<sup>2320</sup> the more startling inventions and discoveries just catalogued. The primary purpose was to attach a label<sup>2340</sup> to bulk goods such as cereals, sugar, prunes, coffee. The primeval dealer scooped them out of bins—with his hands,<sup>2360</sup> if the units were big enough. That the package also protected edibles from contamination, preserved<sup>2380</sup> quality, established quantity, carried information, greatly improved the appearance and arrangement of<sup>2400</sup> the stores, and considerably shortened the operation of selling are all by-products. The chains come in here,<sup>2420</sup> and that's another large subject, but it should be noted that their conspicuous fronts are among the new faces<sup>2440</sup> on Main Street, along with the moving picture theater.

WHEN I left that Western town in the 90's it had outgrown<sup>2460</sup> nearly all its slow hand-made, foot-power methods and begun to slide its belt onto the fast pulley of the<sup>2480</sup> machine age. The drug store was still a pharmacy, a dignified place dominated by the prescription counter,<sup>2500</sup> great bottles of colored water in the windows, a discreet stock of toilet articles as a sideline. In the<sup>2520</sup> corner by the front window was an eight-foot soda counter, with a one-spigot carbonizer behind it and<sup>2540</sup> a choice of three flavors, lemon, chocolate, and vanilla. When I went back fifty years later, the drug store was<sup>2560</sup> a social center. The soda bar, a lunch counter as well, reached the length of the store. The prescription department<sup>2580</sup> was crowded to the back. Small tables filled the space between counters, and at the tables were the youth of the town, in<sup>2600</sup> bobby socks, slacks, and sport shirts. The cosmetics, another amazing chapter in advertising history, had<sup>2620</sup> a counter to themselves, and the store had become a miniature department store, selling neckties, flashlights, bath<sup>2640</sup> slippers, fountain pens, books, magazines, sun glasses, and many other articles remote from drugs.

The change outside<sup>2660</sup> was as revolutionary. In my boyhood the street had been lined on Saturdays with farm wagons driven over<sup>2680</sup> roads thick with dust in dry weather, deep with mud in wet. Now the Pontiacs, Chryslers, and Fords were parked so closely<sup>2700</sup> you could almost walk on a carpet of pantasote from the Public Square to the depression-built postoffice with<sup>2720</sup> its W. P. A. mural. And among the goods and services now available on Main Street that were not<sup>2740</sup> there fifty years ago were beauty shops, dry cleaners, snack bars, filling stations, tea rooms, coffee shops, package stores, auto<sup>2760</sup> supplies, radio and phonograph dealers, supermarkets, sports clothes, funeral homes, electric utilities<sup>2780</sup> in hardware stores, 25-cent books, "Hamburg Heavens," frozen foods, refrigerated lockers, vitamins, and<sup>2800</sup> neon lights.

This is what we see around us today. But unless your span of life equals mine, you cannot possibly<sup>2820</sup> visualize the amazing changes wrought in every city, big or little, along Main Street since the<sup>2840</sup> first pioneer group of utilities was set up with so much courage and hope. (2854)

## New Way to Buy on Credit

YOU CAN NOW BUY YOUR CAR, or even an airplane, on the installment plan, with a credit card from your bank, under<sup>20</sup> a new and novel credit financing system recently instituted by the Buffalo Industrial<sup>40</sup> Bank in coöperation with some two hundred retailers of autos and planes, boats and motors, furniture and<sup>60</sup> household appliances, as well as home repair and modernization contractors.

Under this system, called the<sup>80</sup> "Bankway Plan" and designed to simplify installment-plan buying, the prospective purchaser goes to the bank,<sup>100</sup> establishes his credit, and is issued a credit card which is renewable yearly. He is told just how much<sup>120</sup> installment buying his card entitles him to, and is given a directory of the coöperating<sup>140</sup> retailers.

Presentation of his card to one of the participating retailers gives him immediate<sup>160</sup> credit (after a phone call to the bank), with no necessity for any questioning by the retailer. The<sup>180</sup> bank accepts full responsibility for the buyer's credit. The buyer merely signs an installment contract<sup>200</sup> with the retailer, who sells the contract to the bank.

Installment payments are made by the buyer directly to<sup>220</sup> the bank, with interest figured at bank-financing rates, and payments are made separately on each installment<sup>240</sup> contract.

As soon as consumer goods are sufficiently available, it is believed that six hundred western<sup>260</sup> New York State retailers will be coöperating in the new plan — *John Winters Fleming, Nation's Business* (279)

## Our Ideals . . . .

### Our Possibilities

THE OTHER DAY I got out and dusted off an old high school year book. The motto of the graduating class caught<sup>20</sup> my eye . . . "Our ideals are our possibilities." Now, there is a sensible way to look at ideals! To<sup>40</sup> consider that they can actually be achieved! To consider that they are possible of attainment! Thoreau<sup>60</sup> put it this way: "Man's capabilities have never been measured! Nor are we to judge what he can do by any<sup>80</sup> precedents, so little has been tried."

An ideal is simply a high mark to shoot at. To believe that it<sup>100</sup> can be reached is half the battle. Usually, we automatically place ideals in the category<sup>120</sup> of fanciful dreams. That's why it takes so long to realize them. Flying was a dream until the Wright Brothers<sup>140</sup> got busy and worked it out. Radio was such a crazy dream that they put Marconi in an asylum for<sup>160</sup> thinking that men could communicate without wires, but he believed his dream and he finally proved it. The Golden<sup>180</sup> Rule is an ideal which, if practiced, would cost far less than the terrible wars we get into because we neglect<sup>200</sup> to follow it. Everything that's good in the world was developed because a few men believed that their<sup>220</sup> ideals could be made realities.

True idealism does not mean simply dreaming about the highest and<sup>240</sup> best. It means a dynamic confidence that, if we dream a thing, we have the power to make that dream come true. It<sup>260</sup> means creative faith in action. It means that your ideals are your possibilities.—*The Friendly Adventurer* (280)

# Gregg Writer Dictation Materials

## Keats of the Beets

JOHN REDDY

FRED BECK, a mild, owlsh little advertising writer, is probably the best insulter in the United States.

For going on ten years he has been insulting, ribbing, and slandering the beets and cup cakes that he is paid<sup>40</sup> to advertise. The net result is that he has insulted a vacant lot into a six million dollar<sup>60</sup> annual proposition—Los Angeles' super de luxe Farmers' Market.

"Today's tomatoes here at the market<sup>50</sup> aren't even good enough to throw at tenors," reads a typical Beck ad. "Better wait till tomorrow."

The<sup>100</sup> idea is that when Beck says, "Egad, what tomatoes! Today they are superb, but kind of high-priced," people swarm to<sup>150</sup> the market and buy the tomatoes.

This disarming frankness made Beck one of the nation's highest paid ad writers<sup>140</sup> and boomed a one-time weed-covered lot in Los Angeles into the biggest and most colorful market in the<sup>160</sup> country.

The Farmers' Market was dreamed up in 1934 at the depth of the depression, as the<sup>180</sup> result of a meeting of minds between Beck and Roger Dahlhjelm (rhymes with *volume*), a stubborn Swede who had gone broke<sup>200</sup> selling automobiles.

Dahlhjelm had an idea for a market place modeled on the old European town<sup>220</sup> squares, in which farmers and craftsmen would gather to sell their wares. Beck liked it, and together the two men started to<sup>240</sup> put it over.

They picked a vacant lot in the shadows of Gilmore Stadium and persuaded the owner to<sup>260</sup> lend them the field until they got on their feet sufficiently to lease the ground.

Then Beck and Dahlhjelm set out to round<sup>280</sup> up some tenants for their place, which they now had decided to call the Farmers' Market.

Then Beck launched his advertising<sup>300</sup> campaign. He got some free radio time from station KNX and directed his announcements at the farmers,<sup>320</sup> ignoring the customers. "We want you to bring in your stuff fresh at dawn to sell direct to the housewife," the<sup>340</sup> announcements told the farmers, "and it had better be good. If your produce isn't the best to be had, we'll toss it<sup>360</sup> out, and you too."

Opening day, August 14, 1934, Beck arranged a street parade of<sup>380</sup> wheelbarrows full of produce, with "Meet Me at the Farmers' Market" placards on the side. He had neglected to get a<sup>400</sup> parade permit, and police shooed the strange procession back to the market, causing more commotion than even Beck<sup>420</sup> had hoped for.

From the opening day the Farmers' Market caught on. Soon tenants and customers arrived in droves, lured<sup>440</sup> by the quality of the merchandise and the refreshing frankness of Beck's advertising.

Beck started writing<sup>460</sup> a "Farmers' Market Bulletin," a weekly sheet which was sent to a select mailing list. After about a year<sup>480</sup> the Bulletin was discontinued, but the mailing list readers raised such a protest that Dahlhjelm bought space in the<sup>500</sup> *Los Angeles Times* and Fred began writing a daily column.

Although the column chronicled nothing more vital<sup>520</sup> than the vicissitudes of the Market's tenants and their turnips, tamales, and turnovers, it soon became<sup>540</sup> one of the most popular features of the *Times*. A survey taken by the paper showed that Beck, who dubbed himself<sup>560</sup> the "Keats of the Beets," locally had more readers than Westbrook Pegler, Walter Lippmann, Dorothy Thompson, and other<sup>580</sup> well-known columnists.

Today there are a hundred stalls in the form of a huge square sprawling over seven and<sup>600</sup> one half acres, including the parking lot. Here you wander along watching and smelling. Hot loaves emerge from fragrant<sup>620</sup> ovens. Candy bubbling in a kettle gives off its pungent sweetness. Farther along, several fowl turn on<sup>640</sup> a spit. Plump red tomatoes, crisp greens, the yellow, orange, and purple fruits, fresh and juicy, pastries, potatoes, meats,<sup>660</sup> and fish—all lie there before you like a dream of plenty, teasing the nostrils and delighting the eye.

The stalls are<sup>680</sup> small, painted white and amazingly clean. There are no garish signs. The products advertise themselves. The patrons come<sup>700</sup> from all income groups. The Market's prices are higher than most places, but not out of proportion to the quality<sup>720</sup> of the merchandise. Twelve thousand cars, many from out of state, are parked at the Market on week days and eighteen<sup>740</sup> thousand on Saturday. The bicycle and pedestrian traffic is correspondingly large.

Before he became<sup>760</sup> famed as the Bard of the Chard, Fred Beck had been an actor, a caddy, a manufacturer of ping pong tables,<sup>780</sup> a fry-cook, and an ad writer for a cemetery, all with notable lack of success.

But after he<sup>800</sup> had written his market column for several years, and the Market flourished, other advertisers began to<sup>820</sup> conclude that he might have something in his breezy and honest approach after all.

He was hired by 20th<sup>840</sup> Century-Fox at a fabulous figure on a five-and-one-half year contract to write ads for their pictures.

Beck's technique<sup>860</sup> in writing ads for movies remained just what it had been in writing ads for cream puffs, which, incidentally,<sup>880</sup> he continued to do.

In December, 1943, the Farmers' Market discontinued Fred's column<sup>900</sup> in favor of a series of cartoons and this action brought such a howl of protest from *Times* subscribers that<sup>920</sup> the paper hired him as a regular columnist.

"This is probably the first instance on record," he wrote in<sup>940</sup> his first regular column, "where this lofty pinnacle of journalism was reached via the vegetable<sup>960</sup> business."

After less than a month of this Fred threw in the sponge as a regular columnist and went back to writing<sup>980</sup> his regular market column. He wrote wistfully:

From the June, 1945. "Coronet," as condensed in "The Advertiser's Digest"

(Copyright, 1945, by Esquire, Inc.,  
919 N. Michigan Avenue, Chicago, Illinois)

"Fate is a rat. I have just voted myself the man least<sup>1000</sup> likely to become the captain of his own destiny. This is now an advertisement for the Farmers' Market.<sup>1020</sup>

"\*\*\*\*\*Now I can put stars between the paragraphs if I see fit. Furthermore, if I want a hyphen in cup cakes, I<sup>1090</sup> can have a hyphen in cup-cakes. And if I want a long hyphen, I can have a long hy-phen.

"The people at the<sup>1080</sup> Times were wonderful," Fred explained, "but the cup cakes were beginning to waste away from lonesomeness. So Mr. Chandler<sup>1080</sup> (a little too warmly I thought) agreed to sever the enmeshing bonds of columnist and I just plain,<sup>1100</sup> deliberately took a long stride upward to where I was before, which was a job as the world's highest-paid cabbage<sup>1120</sup> ad writer." (1122)

## The Challenge of the Times

NO PROGRAM IS FRUITFUL if it is merely against someone or something. Successful programs are those which are constructive and creative in their own right. What we need at this critical juncture is an affirmative demonstration that our society of freedom still has the qualities needed for survival. We must show that our free land is not spiritual lowland, easily submerged, but highland that, most of all, provides the spiritual, intellectual, and economic conditions which all men want. Upon such a program all true Americans could agree, and it would peacefully achieve our purpose.

Every civilization faces, and ought to face, periodic challenges. That is nothing to complain about. It is the way the world works.—John Foster Dulles

## Friction Often a Healthy Rub

JULIA W. WOLFE

DO YOU DISLIKE the word "friction"? Why should this word be taboo with so many? A little friction now and then hurts<sup>20</sup> no one—it helps! Soothing oils make life run smoothly and pleasantly, but friction, after all, is the important agent<sup>40</sup> of efficiency in this workaday world.

Friction accomplishes more in building up things than oil. The man<sup>60</sup> who sets out to slide smoothly through life on a well-oiled track is ever in danger of losing his footing and slipping<sup>80</sup> on his own oil, into oblivion. The man without passionate purpose is only a latent force, a<sup>100</sup> mere possibility, "like a stone waiting for a blow from iron to give forth sparks."

Life needs plenty of oil—but<sup>120</sup> it also calls for a full measure of grit, and grit means friction. It is friction that makes the wheels go round. The<sup>140</sup> locomotive engineer oils the internal parts of his machine, but he would get nowhere if it were not for friction<sup>160</sup> of his engine wheels on the track. And when his wheels slip and slide, he puts sand on the track to make more friction. He<sup>180</sup> knows that he can climb up hill by friction; and that the only means by which to check and control his engine on a<sup>200</sup> downgrade is friction. The engineer of a locomotive knows that—and so does every other engineer,<sup>220</sup> and every man of achievement in every line of endeavor.

When an organization of any<sup>240</sup> kind gets to be an assembly of easy, acquiescent individuals who give "yes," "yes" to one another,<sup>260</sup> like nodding china mandarins on a mantel, that organization is headed for the downhill grade—and<sup>280</sup> it cannot be saved by oil. It is only when someone comes out with a firm "no," in a spirit of well-timed<sup>300</sup> opposition, that things begin to move. There is nothing more pregnant with results than an honest and earnest difference<sup>320</sup> of opinion; there is nothing that clears the air better than an intelligent, forceful clash of mind on mind.<sup>340</sup> It is when two forces—in humanity or in machinery—act and react on each other, that we get<sup>360</sup> results—real and practical results. It takes the rub of two sticks against each other, the rasp of flint on steel,<sup>380</sup> or the scratch of a match on sandpaper to produce fire—and fire means heat, light, power—all that makes life vivid and<sup>400</sup> glowing.

Not that friction is all there is in the making of

things. Too much friction may mean their unmaking. One may<sup>420</sup> spill sand not only on the track but all through the works. The essential fact, however, is that, in all human affairs,<sup>440</sup> there is a place for sand as well as oil.

The old Romans hit the right idea years ago and crystallized<sup>460</sup> it in a phrase "*Suaviter in modo, fortiter in re*"—"Suave in manner, firm in fact," or "Temperate in method,<sup>480</sup> but resolute in action," in brief, "Oil in the works, sand on the track!" (493)

## "Bifocaled" Bull

IN THE LITTLE TOWN of Platteville, Wisconsin, a farm inventor has tamed more bulls than all the matadors in<sup>20</sup> history.

One night after two of his friends had been killed, both by bulls, Henry Masbruch had a dream. Out of that troubled<sup>40</sup> night's sleep came the idea for a blindfold bull halter—a smoothly molded metal hood with "bifocals" that permit<sup>60</sup> the bull to see downward to graze but cut off his forward vision when he lowers his head to charge.

Far more humane<sup>80</sup> than a staff or chain attached to the nose ring, Masbruch's halter makes any bull safe—has saved hundreds of farmer's<sup>100</sup> lives. —The Russell Manufacturing Company (109)

## Better Voice Control

FOR BETTER VOICE CONTROL say these sentences over rapidly. They're the voice routine a noted sales manager<sup>20</sup> gives his salesmen. He says it makes better, smoother, more interesting talkers of them:

Sheils says Say should shave slowly.<sup>40</sup>

Frank threw Fred three free throws.

Chop shops stock chops.

Bob bought a black back bath brush.

The short sort shoot straight through.

Maybe they won't make<sup>60</sup> a John Barrymore out of you, but they'll help give you vocal facility in tight places.—Charles B. Roth, Canadian<sup>80</sup> Business. (83)



# Graded Letters for Use with the Gregg Manual

A. E. KLEIN

## For Use with Chapter Seven

Dear Mr. Burns:

When Mr. Smart wrote to me a day or two ago, he intimated that you were searching for<sup>20</sup> a large farm. I am sure I can obtain a good farm for you.

A fraternity brother of mine from Western Reserve<sup>60</sup> University has written me that his father has a large farm at Temple Corners, in the northern part<sup>60</sup> of the state, that he would like to sell. I have not learned all the details, but I know that the farm has some fine orchards,<sup>60</sup> fertile land, and two large barns.

My fraternity brother says that his father has been farming for over thirty<sup>100</sup> years and now desires the freedom of retirement. If you wish, I will write him at once and should have a reply at<sup>120</sup> an early date.

Sincerely yours, (126)

Dear Mr. Clayton:

I am sorry to notify you that the condenser ordered by your firm on the third of<sup>20</sup> November is part of a discontinued model. It may be possible, though, that our Trenton factory has<sup>40</sup> a condenser of this type. I have written to the manager asking him if he can furnish one. It will take<sup>60</sup> about ten days to receive his answer. We hope this temporary delay will not upset your plans.

Recently,<sup>80</sup> we were fortunate enough to obtain some Army surplus war receivers that might prove useful to you. An<sup>100</sup> itemized list of the stock may be had by sending a card to the manager of our Western office at Pasadena.<sup>120</sup>

As a courtesy to our regular purchasers, we are tendering them first choice in the purchase of<sup>40</sup> these wonderful modern receivers. We urge you to avail yourself of these excellent bargains.

Our research<sup>60</sup> division, with its staff of experts, is always ready to be helpful to you. Mr. Adam S. Fenton is the<sup>100</sup> division manager.

Very truly yours, (188)

Dear Mrs. Kenton:

Our attorney, Mr. Dennis Temple, is leaving for Scranton at once to straighten out the<sup>20</sup> furniture situation.

Now that we have gathered the proper evidence, we hope that in due time all our worries<sup>40</sup> will be dispelled. When I get word from Mr. Temple, which should be in a few days, I will notify you at<sup>60</sup> once.

Very sincerely yours, (65)

## For Use with Chapter Eight

Dear Mr. Justice:

In regard to the matter of selecting a competent man to act as president of<sup>20</sup> the Board, I regret to say that it is out of the question at this time to submit your request to the members.<sup>40</sup> I admit that it is advisable to look ahead several months, and I admire your foresight; but I am<sup>60</sup> of the opinion that your recommendation has been submitted too far in advance.

Incidentally, as<sup>80</sup> several members are out of town and it would be difficult to contact them, it is useless to insist that<sup>100</sup> a special meeting be called. I am of the opinion that it would be best to submit your request again in<sup>120</sup> about two months' time. Needless to say, by then all the members will have returned, rested from their vacations, and your<sup>140</sup> recommendation that we conduct a meeting in order to elect a president to replace Mr. Pound<sup>160</sup> would be given earnest consideration.

Yours sincerely, (171)

Dear Forest:

The Diamond Brothers intend to erect a tremendous housing project near West Lake. I have been<sup>20</sup> advised that veterans who are students at West College will be given first choice.

My advice to you is to contact<sup>40</sup> the Diamond Brothers; advise them that you are a resident of this city; that you have been accepted<sup>60</sup> as a student at West; and that you have been constantly and persistently seeking an apartment at a modest<sup>80</sup> rental since your return from service last January.

Needless to say, as it is only a question of<sup>100</sup> time before word of this intended project becomes widespread, I recommend that you act at once. A delay of<sup>120</sup> even a day or two may nullify your request.

Jim, (130)

Dear Mr. Diamond:

Before submitting to your ultimatum that the subeditor be released in a<sup>20</sup> week or two, may I suggest an alternative. As Mr. Harvester has been with the Almanac for years and<sup>40</sup> is considered one of the finest editors in the newspaper game, couldn't we make use of his admirable<sup>60</sup> editorial gifts on our Adventure Story project?

The loss of so competent a man as Mr.<sup>80</sup> Harvester will be felt by Almanac for years to come.

Yours truly, (92)

## For Use with Chapter Nine

Gentlemen:

I regret that the cylinders shipped you by freight last week arrived in poor condition. Considering<sup>20</sup> the amount of additional care given to the packing of this material, it is difficult to<sup>40</sup> imagine how it could have been damaged.

Realizing how anxious you were to receive the cylinders promptly, our<sup>60</sup> best man attended to the packing personally.

In my estimation the railroad company is without<sup>80</sup> doubt the responsible party and therefore you should not hesitate to proceed to file your claim for<sup>100</sup> \$75.25 at once.

When your letter arrived, I sent a duplicate shipment, which will no doubt reach<sup>120</sup> you within the next day or two. We sincerely hope that this slight delay will not seriously inconvenience<sup>140</sup> you and your customer.

In reference to your unpaid balance, you owe us a total of \$125.<sup>160</sup> In arriving at this total, we have taken into consideration all discounts to which you<sup>180</sup> are entitled.

Sincerely, (185)



Dear Sir:

We are contemplating the publication of a delightful series of language books that will make the study of modern languages a most pleasant task. Part of the material to be incorporated in the books will be humorous illustrations.

Our Corporation would like to have the illustrations drawn by an illustrator prominent throughout the U.S.A. It was specified by our president that this artist have creative imagination, that he be original, and that he be a popular illustrator, whose works are considered masterpieces by the book trade. Therefore we made numerous inquiries throughout the United States. The name repeated most frequently was yours.

Realizing how busy a capable man like you must be, we hesitated before deciding to try to prevail upon you to do these illustrations. But necessity dictates that we delay no further in offering you an invitation to join our staff in developing a novel idea in methods of teaching modern languages. As is customary, you will be given full reign and granted every convenience. We are most anxious to hear from you, by one o'clock Friday, as to whether you can undertake the work, so that we can proceed with our plans for publication of these books.

Sincerely, (243)

## Actual Business Letters

Mr. Simon T. Mason, 454 Van Allen Avenue, Long Island City 5, New York. Dear Mr. Mason:

Passengers in planes on private or non-scheduled commercial flights anywhere in North America can now have protection against all normal aviation hazards as part of our regular accident insurance coverage.

Passengers on commercial airlines can be protected while flying anywhere in the world, including transoceanic flights.

These extensions of coverage, at no extra cost, apply to our regular accident policies now in force and being issued.

Thus we are taking another progressive step consistent with the increased use of air travel. A few months ago we were first in announcing extension of life insurance protection to cover world-wide flying, and recently we also liberalized accident insurance for airline personnel.

If you use or plan to use air travel at all, you should obtain full details about this new, broadened protection. Any representative will be glad to give you information.

Very sincerely yours, (203)

Mr. Gilbert W. Champion, 314 West End Drive, Berkeley 15, California. Dear Mr. Champion:

Do you know whether your fire insurance covers damage to possessions of guests or servants? Can you say, offhand, whether your burglary insurance also covers damage caused by burglars? If unable to contact your agent in an emergency, have you a written, complete record to tell you whether you are fully protected? You need the new insurance audit book that our company is offering free of charge!

Clear, simply worded, and with each hazard illustrated, this insurance audit book enables you to make your own complete insurance audit. It

provides a permanent record of property value, amount of present insurance, premium rates, expiration dates, etc., thus giving you your fire and casualty insurance picture at a glance. To obtain your copy, simply fill out and mail the attached coupon. Your insurance audit book will be delivered to you promptly. Don't delay—while the matter is still in your mind fill in the coupon and mail it today.

Cordially yours, (206)

## Transcription Speed Practice

Dear Miss Dunbar:

The new Safety Responsibility Law of this state goes into effect on January 1. This law directly affects every car owner. You are required to report every accident within twenty-four hours if anyone is killed or injured, using a form provided by the state; or, if property damage only results and exceeds \$50, a report must be made within ten days. This accident report form is more elaborate and demands much more information than the usual accident report forms required by insurance carriers.

It is of vital importance that you know, prior to an accident, the type and kind of information that you are to furnish on the state's report. No one knows when an accident may happen, and, in the attendant excitement, it is very easy to overlook securing the necessary information. Incomplete reports will not be accepted!

So that you may familiarize yourself with the State Accident Report Form, we will gladly send you a specimen copy of this form without obligation. We will also include, if you complete the information on the enclosed card, an Accident Memorandum Folder that you can carry in your car. This folder provides space to write the answers to questions that can best be answered at the time of the accident. The questions shown in the folder act as a guide and, if completed, no difficulty should be experienced in filling out the official report form when received. Sufficient space is provided in the Accident Memorandum Folder to write your answers, and it also includes a guide for making an appraisal of property damage. If you are unfortunate enough to have an accident, this Folder will prove invaluable!

Much of the information required in the State Accident Report Form could be easily overlooked by an unfortunate driver involved in an accident and would be very difficult to secure at a later date.

This new law is a safety measure and is intended to promote safety on state highways and to insure adequate financial compensation to innocent victims of accidents. We are anxious to do our part in advising all drivers of this state in regard to the provisions of this new law. Complete the reply card enclosed with all the information requested thereon and mail it at once. There is no obligation on your part.

Yours very truly, (452)

The dictation materials on these pages are shown in shorthand in this month's issue of THE GREGG WRITER. These materials are counted in units of 20 standard (1.4) words.



## ON THE LOOKOUT

A. A. BOWLE

**13** A two-way intercommunication system that permits master to master, or master to remote, operation with any number of stations up to forty is now available. It is a product of David Bogen Co. A push-button station selection is provided, and a master key allows blanket calls to all stations. It is contained in a walnut cabinet, desk-console type.

**14** A new, strong, simple, efficient book file that is easily and quickly adjustable to any number of books within its capacity is on the market. This file is manufactured by Teeters-Mackey Company and is known as "Teemac Portable Book File." It is made of all steel, with baked enamel finish, and has self-locking felt guards on the base, to protect the desk. There is a choice of three attractive colors—file green, mahogany brown, and mist gray.

**15** The J. L. May Company announces a new Maco "Press-To-Stick" label, which requires no moistening but merely pressure to apply. Plain or printed; in rolls; perforated strips.

**16** The Shallcross Company has announced the development of a new product to control ink flow on all stencil duplicators and to assure economical ink consumption—the Shallcross master control sheets (patent pending). The product, in the form of mounted sheets, is applied directly over the ink pad of any cylinder, and prevents excess ink from clinging to stencils when they are removed from the machine.

Other improvements claimed include reduction in the amount of ink per impression; improved filing and reruns; decreased drying time, penetration, and offset; and the overcoming of temperature changes in ink.

**17** Here is another new item: Wattspeed Copysets, made by Alfred Allen Watts Company, Inc., are carbon paper and copy sheets assembled in one unit, ready for use. Simply insert a letterhead with the Copyset into the typewriter; type in the usual manner; then snap out the copies. The Copyset is now ready for the next letter. There is no need to handle carbons. Wattspeed Copysets come in three styles: the one-copy style, each set good for six letters; 1 copy of each; two-copy style, each set good for three letters with two copies; three-copy style, good for two letters with three copies. Copysets are available in white, canary, or combinations.

**18** The Esquire Products Company announces the new three-in-one check holder, wallet, and protector made into a thin and compact article that fits into the pocket in a space no larger than required for the average wallet, thus eliminating the need for carrying each separately. The inventor, Richard Heller, named his product "Esquire" and declares, "Perhaps that incident of having one of my checks 'raised' was a blessing in disguise!" Maybe he is right!

A. A. Bowle

November, 1946

The Business Education World

270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

13, 14, 15, 16, 17, 18

Name .....

Address .....

I would also like to know more about:

- ☐ Burroughs' business machines.....(front cover)
- ☐ Remington-Rand's free teaching aids.....(page i)
- ☐ A. B. Dick's Mimeograph machine .....(page ii)
- ☐ Gregg's *Consumer's Economic Life*.....(page 127)
- ☐ Hadley's Pathfinder practice sets.....(page 128)
- ☐ Gregg Writer's dictation material.....(page 172)
- ☐ Gregg's *American Business Law*.....(back cover)
- ☐ Esterbrook's shorthand pens.....(back cover)